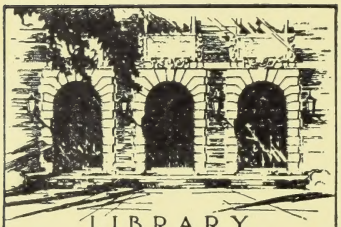

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HURON COLLEGE

ANNUAL CATALOGUE
JUNE 1912

Announcements for 1912-'13

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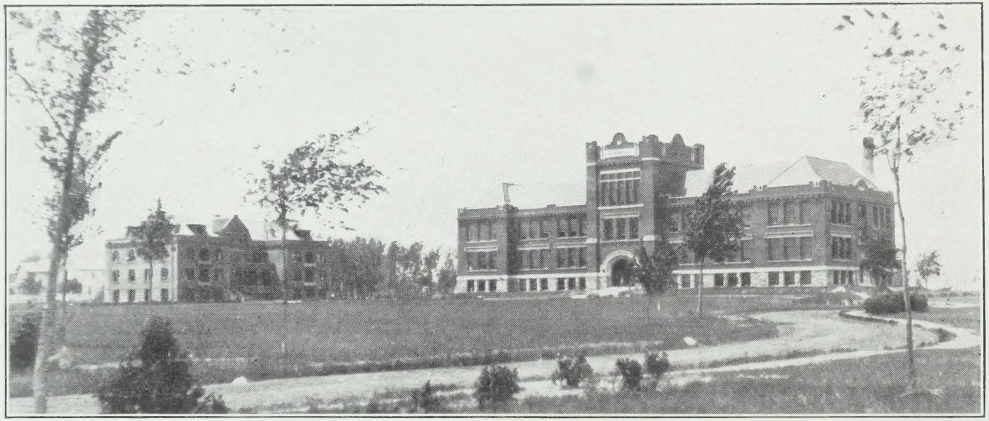

THE ELIZABETH R. VOORHEES DORMITORY

THE RALPH VOORHEES HALL

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XII—NO. 1 HURON, SOUTH DAKOTA JUNE 1, 1912

Entered as second class matter April 8,'11 at the post office at Huron, S. D. under act of July 16,'94

The Purpose of this Bulletin

is to serve as a medium of communication between the students and friends of the College, and to publish matters of interest in connection with the institution.

ANNUAL CATALOGUE EDITION

June 1912

Announcements for 1912-1913

CALENDAR for 1912-1913

First Semester

Monday, September 16, 9 a. m to Wednesday, September 18, 2 p. m. ..... *Registration of Students*
Wednesday, September 18, 2 p. m. ..... *Opening Exercises*
Thursday, November 28 ..... *Thanksgiving Day Recess*
Saturday, December 21 to Thursday, January 2, inclusive ..... *Holiday Recess*
Saturday, January 25 ..... *End of First Semester*

Second Semester

Tuesday, January 28 ..... *Beginning of Second Semester*
Thursday, February 6 ..... *Day of Prayer for Colleges*
Friday, February 7 ..... *The F. H. Kent Orations due*
Saturday, February 22 ..... *Washington's Birthday Recess*
Friday, March 14 ..... *The F. H. Kent Oratorical Contest*
Saturday, March 22 to Tuesday, March 25, inclusive ..... *Spring Recess*
Friday, May 30 ..... *Memorial Day Recess*
Sunday, June 8 ..... *The Baccalaureate Sermon*
Sunday, June 8 ..... *The Y. M. C. A. Address*
Monday, June 9, 8:30 p. m ..... *Recital, Music Department*
Tuesday, June 10, 8:30 p. m. ..... *The Thomas Maynard Declamation Contest*
Wednesday, June 11, 3:30 p. m. ..... *Meeting of the Trustees*
Wednesday, June 11, 8:30 p. m. ..... *Commencement, Academy Department*
Thursday, June 12, 10:30 a. m ..... *College Commencement*
Thursday, June 12, 8:00 p. m. ..... *President's Reception*

Summer School--1913

Tuesday, June 17, 9 a. m. ..... *Term Begins*
Saturday, July 26 ..... *Term Ends*

C
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1912/13 - 1916/17

College Calendar

1912 1913

1912 SEPTEMBER 1912						
SUN	MON	TUE	WED	THU	FRI	SAT
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1912 OCTOBER 1912						
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1913 JULY 1913						
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1912 DECEMBER 1912						
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1913 APRIL 1913						
SUN	MON	TUE	WED	THU	FRI	SAT
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1913

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1914

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HARRY MUNSON BAKER, B. L.,
Assistant in History, Coach in Athletics

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Director
Voice

ELIZABETH JONES
Harmony, Theory, Musical History, Ear Training

RUTH PINCH
Piano, Pipe Organ

.....
Piano

MAUDE TOLLEFSON
Violin, Orchestra

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Office Assistant and Stenographer

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

HURON COLLEGE

General Information

Historical Statement—The College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Finley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

During the summer of 1905 the down town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was complet-

ed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees followed with conditional offers or gifts. On May 26th, 1911, The General Education Board, of New York City, offered to give $100,000 on condition that the total endowment should be made $500,000. On November 11, 1911, the half million dollar subscription was completed. About $275,000 has already been collected and invested in farm mortgages.

The City of Huron—Huron is located almost exactly at the center of the eastern half of the state. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east, and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

The town has grown rapidly during the past few years. It offers many advantages as a college community.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees who are divided into three classes which serve three years each. Two thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers all the affairs of the school. They meet statedly twice a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only

that they come with an earnest desire to learn and serve the truth.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time, making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

BUILDINGS AND GROUNDS

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors

and the attic floor above there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowatt, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library contains over seven thousand five hundred well selected volumes besides a large number of government publications. Among the latter are many valuable Smithsonian Reports and other special publications. The library also has a very large number of unbound periodicals. The private library of Dr. Blackburn, the former president of the College, was secured for the institution after Dr. Blackburn's death. It forms a valuable part of the collection. It is especially strong in History and English.

The two north-east rooms on the main floor of the Ralph Voorhees Hall have been set apart for the use of the library. They are large and well lighted and admirably adapted to this purpose. The larger room is used as a reading room. The leading periodicals and a number of daily and weekly papers are on file in this room.

During the past three years under the direction of Miss McIntire a complete catalogue of the library has been made rendering all of the books in the collection readily accessible.

During the past year the total number of volumes added to the library has been 1,053. Of these ninety were purchased with money from the Library Fund, while nine hundred fifty-four were gifts from friends of the College. Among the most valuable additions is the eleventh edition of the Encyclopedia Brittanica. Special mention should be made of a most valuable bequest from the library of the late Rev. John McClelland Holmes, D. D., of Poughkeepsie, New York. Included in this bequest are a complete file of the North American Review consisting of 204 volumes, 34 volumes of the Century, 14 volumes of Church at Home and Abroad, 10 volumes of the Presbyterian Review, 56 volumes of the Princeton Review, 22 volumes of Scribner's Monthly, 27 volumes of the English Encyclopedia, and a number of other miscellaneous books and magazines. All of these volumes were beautifully bound for Dr. Holmes and as a section of our library they form a most appropriate memorial to a Christian gentleman, a lover of good books and friend of the College. Among other gifts received were over fifty volumes of miscellaneous books from Professor William H. Powers, of Brookings, South Dakota, and ten volumes of Modern Elo-

quence, by Reed, from Mr. T. H. Foster, of Sioux Falls, South Dakota.

The income of the A. H. Olwin Library Fund has been used for the purchase of books in the field of English. Such endowments as this are most valuable, and it is hoped that others may soon be secured.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility, provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is furnished with specially made oak tables, each student's place being provided with gas and electricity. There is sufficient apparatus to illustrate all the important principles of Physics, and more will be added as the funds of the College will permit.

Biology—Much advanced work has been done in this department during the past year. Some new equipment has been added including a good microtome, a new high power microscope, oil immersion lenses and a large number of slides illustrative of the courses offered.

MUSIC ROOMS

Twelve rooms in the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage and by means of the freight elevator pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs. There are also five rooms fitted up in the south end of the main building for the use of this department.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located. and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred

other chairs when they may be needed. The finish wood work here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

The College Press—During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. This catalogue was printed in our own plant as well as the Alphomega, the College Bulletin, and a large amount of miscellaneous printing.

STUDENT ORGANIZATIONS

Young Men's Christian Association— The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every Sunday afternoon, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

One of the most interesting of the local developments of the Association life is The Montana Bible Class. This organization is the outgrowth of a voluntary class formed for Bible study composed at first of a few students rooming on Montana Street. The class now numbers about one hundred. Weekly meetings are held, the class being divided into sections. The early part of the evening is spent in Bible study fol lowed later by recreation and good fellowship in the gymnasium. Occasionally Indian costumes and frontier methods add a touch of realism to the proceedings.

During the past three years the Association expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of The Ralph Voorhees Hall. The use of this room during each year has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A high grade lecture course is managed by the Association each year. A creditable representation has gone each year both to the Cascade Conference and to the state convention.

Young Women's Christian Association— This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of

the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Literary Societies—Four literary societies offer opportunities for the students to participate in public speaking, the writing of papers, and all the usual literary exercises, including occasional dramatic performances. A member of the Faculty acts as a critic for each society, and a friendly rivalry maintains the interest and stimulates vigorous effort on the part of the societies.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to cooperate in such efforts.

Oratory—Training in oratory is regarded as of the greatest importance. Wisdom without the ability to give it clear, convincing, and persuasive utterance is of little value save to him who has it.

In addition to the voluntary work done by individual students in preparation for local and state contests, Dr. Hoyt now offers regular courses of instruction in oratory. Attention is called to these courses as they are described on a later page.

The College is a member of the South Dakota Inter-collegiate Oratorical Association and sends each year a representative to take part in a state oratorical contest. A home contest is held, usually during the early part of the second semester, the winner of which represents the College in the state contest. The winner of the home contest receives the F. H. Kent prize of twenty-five dollars.

The Students' Association also offers a prize of fifteen dollars to the winner of second place and five dollars to the winner of the third place, and gold and silver medals respectively to the winners of the first and second places.

Debate—As a college discipline, debate is easily comparable with Oratory. For many it may easily be of greater importance. He who can state and defend his own argument has the greatest possible advantage over an inarticulate opponent. The College therefore strives to train students both in honesty and argumentation.

Dr. Hoyt offers regular courses in debate or argumentation. These courses are described on a later page. Inter-collegiate debates are held from time to time and every possible opportunity is given for the devel-

opment of a student's powers in this direction.

College Paper—During 1909-10 the name of the College paper was changed from "Purple and Gold" to "The Huron Alphomega" and it has been since published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered by the friend whose name it bears to the winner of the home contest in oratory.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibb's Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

SCHOLARSHIPS

A certain amount of scholarship aid should be available for deserving students. Four friends of the College have already established scholarships as follows:

The Horace B. Silliman Scholarships, five in number, have been established by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, " that this will be for the advancement of Christian education." These scholarships are to be awarded to deserving young men by vote of the Faculty.

The J. Calvin Ely Scholarship is endowed by a gift of $500 from Rev. J. Calvin Ely, D. D., of Morgantown, W. Va. In the awarding of this scholarship, preference is to be given to young men studying for the Christian ministry.

The Louis K. McClymonds Scholarships are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College. Candidates for

these scholarships must be graduates of the current year from four year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School.

The George W. Abell Scholarship was established during the past year and is to be known as "a memorial to George W. Abell from his wife and daughters". This scholarship is maintained by an endowment of $1,000.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures", and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

BEQUESTS

A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.....
....."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

MISCELLANEOUS

Summer School—Teachers, more than almost any other class of workers, need to do advanced work continually if they would "keep up with

the times." During the past eleven years a summer school of six weeks has been managed by the Faculty of the College in conjunction with the County Superintendent. The summer term begins immediately after the College commencement and continues six weeks. The work is arranged with special reference to the needs of teachers in the public schools who can not spare time to attend school during the regular school months. Credit is given on the regular College or Academy Courses for work in summer school.

Monday Holiday—For many reasons, Monday seems a better day than Saturday for the week holiday.

EXPENSES

TUITION

Regular Tuition—In the College, tuition is $50 per year, $25 payable each semester. This includes the usual incidental and library fees which amount to from $5 to $10 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in granting of the free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.
2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.
3. These scholarships can not be transferred.
4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition including incidental fees for one year.
5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.
6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges who for the present year is Dr. Samuel H. Weir, of Mitchell. All requests and correspondence with regard to scholarships should be addressed to him.
7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Half Tuition—Ministers' children, or students preparing for the ministry, will, if it is desired, be given a reduction of one-half on tuition in the College or Academy courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than one-half a semester will be at the rate of $2.50 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than one-half a semester will be at the rate of $2 per week, provided that the charge made for any period shall not be less than $5. A student in school for one-half a semester or more but less than a whole semester will pay tuition for the whole semester.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT AND LIGHT

Rooms in Voorhees Dormitory—Young women may obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Young women who desire to do so may obtain board and room in private families, but only at such places as are approved by the Faculty. Those desiring to room outside the Dormitory should make arrangements with the President or the Dean of Women before engaging rooms.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $4.50 per week. Furnished

rooms, without board and fuel, including laundry for bed and toilet, cost from 75 cents to $1.25 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than one-half semester will pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any semester shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College, a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises. The primary music students may be excused from paying this fee if they so desire. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of this fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contest; and (3) to all athletic games and contests of the College, not including the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$5.00 per semester
Inorganic Chemistry	6.00 per semester
Organic Chemistry	7.50 per semester
Physics	2.50 per semester
Botany	1.00 per semester
Biology	3.00 per semester
Zoology	3.00 per semester
Anatomy	6.00 per semester
Embryology	6.00 per semester
Histology	6.00 per semester
Human Physiology	3.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	$3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past two years board has been $2.50 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

TUITION:—	First Semester	Second Semester	Year's Exp.
College	$25.00	$25.00	$50.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.50 per week, 36 weeks			90.00
Laundry, about			10.00
Books, from $5 to $12			9.00
Students' Association Fee			5.00
Total			$200.00

TUITION IN OTHER DEPARTMENTS:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00
Elocution and Dramatic Art:—			
One lesson per week	18.00	18.00	36.00
Two lessons per week	33.00	33.00	66.00
Music—Piano, Violin, or Voice:—			
One lesson per week	from $18.00 to $26.00 per semester.		
Two lessons per week	from $33.00 to $48.00 per semester.		

NOTE:—For further information about the fees in the special departments, see the accounts on later pages.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made within two weeks after the opening of each semester. Should it be impossible to make these payments in due time, parents should write to the President or the Treasurer concerning arrangements.

GENERAL REQUIREMENTS

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work and, by continued failure, wastes his own time and that of his instructors, or, if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend chapel exercises unless excused by the Faculty.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Students not in the Dormitory—Students rooming in town are expected to conduct themselves in a self-respecting manner. Any lapse from such conduct will be dealt with by the Faculty. All the young women away from home, whether rooming in the dormitory or in town, are under the supervision of the Dean of Women and responsible to her for their general conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Residence Work—At least one semester of work in residence shall be required for all students graduated from the College and the Academy.

Regular Classification—All candidates for graduation shall be required to classify without condition at the beginning of the second semester during their senior year.

Commencement Orations—Commencement orations must be submitted to the president not less than six weeks before the date for Commencement.

Student Organizations—Before any student organization is completed, its constitution and by-laws shall be submitted to the Faculty for approval.

Closing Meetings—Literary society meetings must be closed not later than 9:30 p. m.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high

schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

REQUIREMENTS FOR ADMISSION

Academy—The completion of grammar grade work, including all the common branches.

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from accredited high schools who present fifteen units according to the list given below will be admitted to the Freshman class without conditions.

A unit is credit for a subject pursued regularly for one school year of at least thirty-five weeks.

Applicants who pass satisfactory examinations on the subjects that may be offered for entrance to the amount of fifteen units will be admitted to the Freshman class without conditions.

Applicants who lack not more than two of the fifteen units required may be admitted as Freshmen with conditions. Such conditions must be removed before Junior ranking is given.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter. Later, by meeting all requirements for entrance to the Freshman class and for graduation, they may become candidates for a degree.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

GROUP I. **Required Subjects, Ten Units.**

English	counting	3 units
Algebra	,,	1½ ,,
Geometry	,,	1 ,,
Science	,,	1 ,,
History	,,	1½ ,,
Foreign Language	,,	2 ,,

NOTE: Civics may be offered as one-half unit of the required work in history.

GROUP II. **Elective Subjects, Five Units from the following list— no more than two in any one subject.**

English (advanced)	counting	1 unit
Algebra (advanced)	,,	½ ,,
Solid Geometry	,,	½ ,,
Ancient History	,,	1 ,,
Medieval and Modern History	,,	1 ,,
English History	,,	½ ,,
American History and Civics	,,	1 ,,
General History	,,	1 ,,
Latin (elementary)	,,	2 ,,
Cicero and composition	,,	1 ,,
Virgil	,,	1 ,,
Greek (elementary) and composition	,,	1 ,,
Homer	,,	1 ,,
German (elementary)	,,	2 ,,
German (advanced)	,,	1 ,,
Physics	,,	1 ,,
Chemistry	,,	1 ,,
Botany	,,	½ ,,
Zoology	,,	½ ,,
Physiology	,,	½ ,,
Physical Geography	,,	½ ,,
Agriculture	,,	½ ,,

DESCRIPTION OF ENTRANCE COURSES

For entrance to the Freshman class of the College, Students may present the equivalent of the following courses:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style, (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges, (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

The following list is recommended for college entrance requirements in English:

(1) CLASSICS TO BE READ:

GROUP 1. (*Two Books to be Selected*) Shakespeare; As You Like It, Henry V., Julius Caesar, The Merchant of Venice, Twelfth Night.

GROUP 2. (*One Book to be Selected*) Bacon's Essays; Bunyan's Pilgrim's Progress, Part 1; The Sir Roger de Coverly Papers in the Spectator; Franklin's Autobiography.

GROUP 3. (*One Book to be Selected*) Chaucer's Prologue; Spenser's

Faerie Queen; Selections from Pope's The Rape of the Lock; Goldsmith's The Deserted Village; Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

GROUP 4. (*Two Books to be Selected*) Goldsmith's The Vicar of Wakefield; Scott's Ivanhoe, and Quentin Durward; Hawthorne's The House of Seven Gables; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; Dickens' A Tale of Two Cities; George Eliot's Silas Marner; Blackmore's Lorna Doone.

GROUP 5. (*Two Books to be Selected*) Irving's Sketch Book; Lamb's Essays of Elia; DeQuincey's The English Mail-Coach and Joan of Arc; Carlyle's Heroes and Hero-Worship; Emerson's Essays (Selected); Ruskin's Sesame and Lilies.

GROUP 6. (*Two Books to be Selected*) Coleridge's The Ancient Mariner; Scott's The Lady of the Lake; Byron's Mazeppa and The Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelly; Macaulay's Lays of Ancient Rome; Poe's Poems; Lowell's The Vision of Sir Launfal; Arnold's Sohrab and Rustum; Longfellow's The Courtship of Miles Standish; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Selections.

(2) CLASSICS TO BE CRITICALLY STUDIED:

POLITICAL ORATORY: Burke's Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration. (Eighteenth Century.) Critical Essay: Macaulay's Life of Johnson, or Carlyle's Essay on Burns (early Nineteenth Century.)

The above works, in both lists, are representative of certain literary forms and of certain historical periods in English Literature. If other works are substituted, the substitution should not essentially change the form, the period, or amount of literature.

The phrase "critical study" implies detailed and methodical analysis in the class-room of style, structure, and subject matter.

Mathematics— (a) ALGEBRA, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs, (1 unit).

(b) ALGEBRA, including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem, (1-2 unit).

(c) PLANE GEOMETRY, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle, (1 unit).

(d) SOLID GEOMETRY, including lines, planes, angles, polyhedrons, cylinders, cones, spheres, (1-2 unit).

History—Ancient History, to 800 A.D., with special reference to Greek

and Roman history, (1 unit). Medieval and Modern History, from 800 A. D. to the present time, (1 unit). Elementary course in English History, (1-2 unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Medieval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition, (2 units). Six orations of Cicero, including four against Catiline; prose composition, (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody, (1 unit).

Greek—Grammar, Anabasis Book I, (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition, (1 unit.)

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition, (2 units). An additional credit of one unit may also be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments, (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year, (1 unit).

DEGREES

Bachelors' Degrees—The College grants two degrees: Bachelor of Arts and Bachelor of Science. In requirements for the former, the older and, it is believed, the better traditions are followed in requiring candidates for this degree to submit Greek. Candidates for the Freshman class who come without Greek will be given an opportunity to make up the required amount as a College elective.

Graduates from all other prescribed college courses than the classical course will be given the degree of Bachelor of Science.

Masters' Degrees—The Degree of Master of Arts will be conferred upon graduates of the College who have received the degree of Bachelor of Arts and who shall have completed also a graduate course of not less than one year, upon recommendation of the Faculty and payment of a diploma fee of ten dollars. Graduates from the College who have received the degree of Bachelor of Science may upon complying with similar requirements receive the degree of Master of Science. Other candidates for the Master's Degree will be required to complete a course of post-graduate study in residence at Huron College, such course to consist of at least twenty-four approved credits, to write an approved thesis equivalent to eight credits, and to pay the diploma fee of ten dollars.

THE COLLEGE

The classical course, leading to the degree of Bachelor of Arts, requires four years of Greek, six years of Latin, and three and one-half years of Mathematics. It requires only such knowledge of the Natural Sciences as will be definitely serviceable to the student who desires the broadest possible culture.

Students who do not desire to study Greek are given an opportunity to direct their courses along any of the several lines of work offered. By following the group system a wasteful scattering of effort will be avoided. The degree of Bachelor of Science will be conferred upon students completing such courses as are here indicated.

FRESHMAN

REQUIRED IN ALL COURSES

1 Bible 1
11-12 English 4
101-102 Mathematics 4

Additional requirements of candidates for degree of A. B.

51 Latin 4
61 Greek 4

Additional requirements of candidates for degree of B. S.

German or French 4
Science or Education 4

SOPHOMORE

REQUIRED IN ALL COURSES

2 Bible 1
31 History 4
Science 4

Additional requirements of candidates for degree of A. B.

52 Latin 4
62 Greek 4

Additional requirements of candidates for degree of B. S.

German or French 4
Electives 4

JUNIOR

REQUIRED IN ALL COURSES

3 (a) Apologetics, one semester 4
131 Psychology, one semester 4
133 Logic, one semester 4
141 Economics, one semester 4
Electives 7

SENIOR

REQUIRED IN ALL COURSES

3 (b) Apologetics, one semester 3
4 Ethics, one semester 3
Electives 12

EXPLANATION OF COLLEGE COURSES

BIBLE

1. The Gospels—The plan and purpose of each Gospel, and the part each has in presenting the life and work of Jesus is studied. Attention is given to the teachings of the Gospel as applicable to present-day life, social and private. Text-book: Gregory's Why Four Gospels. *Required of Freshmen. Two semesters. One hour.*

2. The Epistles—The authors, place, and purpose of the New Testament Epistles are considered. Several of the Epistles are carefully analyzed and their teachings discussed, especially in their bearings on present-day life. Text-book: Purves' The Apostolic Age. *Required of Sophomores. Two semesters. One hour.*

3. Apologetics—The subject embraces a study of the authenticity of the Scriptures; arguments for the existence of God; theism and credibility of miracles, and the fundamental proofs for Christianity. (a) *Required of Juniors. One Semester. Four hours.* (b) *Required of Seniors. One semester. Three hours.* (c) The Philosophy of Religion. *Elective open to Juniors and Seniors. One semester. Three hours.*

4. Ethics—This course includes the study of the history and the development of morals, the different theories and standards, analysis of the elements of morals, application of morals to life and especially to the problems of the hour. The method combines text with lectures, with references to current publications and to periodicals. *Required of Seniors. One semester. Three hours.*

ENGLISH

(a) ENGLISH LANGUAGE

11. Rhetoric and Composition—Text. Lectures. Discussions. Written exercises, with especial regard to the fundamental principles of prose writing, especially the unity, construction, and punctuation of the sentence and the paragraph. *Required of all Freshmen. First semester. Four hours.*

12. Rhetorical Analysis and Structure of Literary Forms—An elementary course in the writing and criticism of prose literature. Text. Reports. Discussions. Essays. Collateral library readings. Should be preceded by Course 11. *Required of all Freshmen. Second semester. Four hours.*

13. Argumentation—Exposition: theory, study of examples, practice in analysis and writing. **Argumentation:** principles of argumentation, analysis, brief-drawing, and both written and oral debate. A course pre-

paratory to the various contests in debate and oratory, but primarily for the promotion of clear and logical thought and expression. *Open to all students who have completed the Freshman year. Two semesters. One hour.*

14. The Short-Story—A course in the theory and practice of the short-story as a fictional form. Lectures upon the development of the type, and upon its structural elements. Writing of short-stories and analysis of representative examples of the form. *Open to students who have had Courses 11 and 12, and to others in special cases. Second semester. Three hours.*

15. Oratory—A course in public address, including the various forms. Study of the two principal types; practice in the analysis and cogent presentation of leading topics. A course leading to the public contests in oratory, but mainly practice in the thorough treatment of vital questions. *Open to Juniors and Seniors. Two semesters. One hour.*

16. Constructive Composition—A course in the writing of forms of literature not argumentative or oratorical. Includes chiefly the critical essay and the several types of narrative discourse, and covers in a general way the processes preparatory to journalism and professional literary work. *Open to students who have had Courses 11 and 12 or their equivalent. Second semester. Three hours.*

(b) ENGLISH LITERATURE

17. Elementary English Literature—A course in the analysis and criticism of the simpler forms of prose and poetry. Chief stress is laid upon poetry and its principles; but attention is also given to literary prose, especially critical. Lectures upon authors and periods. Library readings, reports, and essays. *Open to students who have had Courses 11 and 12 or their equivalent. Two semesters. Three hours.*

18. Shakespeare and the Drama—Dramatic art; the history and development of the English drama; Shakespeare and the growth of his art; representative plays from each period of his growth. Special study of Richard III, King Lear, and The Tempest. *Open to all students who have completed the Sophomore year. One semester. Three hours.*

19. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *Second semester. Three hours.*

20. Nineteenth Century Literature—A study of the literature in English from 1830 to 1900, with reference to the leadership in the thought of the nineteenth century. Special study of Emerson, Carlyle, Tennyson, and Browning; with collateral readings in Lowell, Newman, and Matthew Arnold. *Open to Seniors, and by special permission to Juniors.*

Two semesters. Three hours.

21. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library readings, reports, discussions, and a thesis. Should be preceded by Course 17. *Open to Juniors and Seniors, and to others in special cases. First semester. Three hours.*

HISTORY

31. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. Two semesters. Four hours.*

ELECTIVES OPEN TO JUNIORS AND SENIORS

32. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

33. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of to-day. *One semester. Three hours.*

34. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later European politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

35. Modern History (1848-)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

36. American History—A course in American history dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American National History will also be given.

POLITICAL SCIENCE

41. Government and Politics in the United States—The historical development of the American government is traced by references to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

42. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One semester. Three hours.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of to-day. *Elective open to Seniors and Juniors One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

LATIN

51. Freshman Latin—(a) Cicero's De Senectute, De Amicitia, Selected Letters, with review of inflection forms. *One semester. Four hours.*

(b) Livy, Book V, Book XXI (selections), with study of syntax and

sentence style. *One semester. Four hours.*

52. Sophomore Latin—(a) Plautus' Captivi and Trinummus. (The Phormio of Terence may be substituted for either of the foregoing.) Study of the Roman drama and peculiarities of usage of the ante-classical period. *First semester. Four hours.*

(b) Virgil's Georgics, Books I and II; Horace's Satires and Epistles. *Second semester. Four hours.*

53. Beginning Latin—This course is the same as course 31 in the Academy. It is offered as an elective to college students who desire it. *Two semesters. Four hours.*

54. Second Year Latin—This course is the same as course 32 in the Academy. It is offered as an elective to college students who have completed course 53. *Two semesters. Four hours.*

JUNIOR AND SENIOR ELECTIVES

55. Lyric Poetry—Catullus, Tibullus, Propertius, Horace's Odes and Epodes, Latin Christian Hymns. *Two semesters. Three hours.*

56. Roman Drama—Plautus' Aulularia, Rudens, Mostellaria, Miles Gloriosus, Bacchides; Terence's Andria, Adelphoe, Phormio; Seneca's Medea. *Two semesters. Three hours.*

57. Literary Study of the Aeneid of Virgil—This course is planned with special reference to the preparation of teachers of Latin, and the viewpoint is essentially different from that from which the Æneid is read in preparatory work. Books I-VI are covered, followed by selections from Books VII-XII. *Two semesters. Three hours.*

GREEK

61. Freshman Greek—Freshmen who have not had Greek hitherto will be given the opportunity to take Beginning Greek, Course 63.

Those who have had Greek I and II will have Greek III. (a) Plato: Apology and Crito. (b) Euripides—One of the plays of Euripides is read. Attention is given to peculiarities of inflection and construction. The play is also studied as a literary production. (c) Demosthenes. One or more of the shorter orations is read. The style is studied and the oration analyzed. By the completion of these courses the student will gain an insight into some of the world's best literature, as embodied in the epic, the drama, the philosophical writings, and the oratory of ancient Greece. *Two semesters. Four hours.*

62. Sophomore Greek—Sophomores having had only Greek I will have Second year Greek, course 64; others will take Greek IV. (a) The Phaedo or Protagoras. (b) Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus is read. Attention is given to the develop-

ment of the play, study of characters, and the literary merit of the Greek drama. (c) Oratory—Demosthenes' De Corona will be studied with attention to style and rhetorical development. *Two semesters. Four hours.*

JUNIOR AND SENIOR ELECTIVES

63. Beginning Greek—This course corresponds with course 41 in the Academy. If, however, a sufficient number elect this work a special class will be formed, in order that the elements of Greek may be mastered in a shorter time than is usually allowed students in the Academy. Otherwise the students taking this course will be in the same class with students taking the Academy course 41. *Open to Juniors. Two semesters. Five hours.*

64. Second Year Greek—This work is the same as that offered in course 42 in the Academy, except that additional work suited to more advanced students is done. *Open to Seniors who have completed course 41 in the Academy or course 63 in the College. Two semesters. Five hours.*

65. Hellenistic—This course will involve a study of New Testament Greek and the Greek of the Alexandrian period. *Two semesters. Three hours.*

66. Social Life among the Greeks—This course will involve a study of the manners, customs, home life, public life, and folklore of the Greek people. Text Book: Tucker's Life in Ancient Athens. *One semester. Three hours.*

67. Greek Literature and Antiquities—This course will involve a study of (a) Greek Literature, using Lawton as a basis, and (b) Antiquities. *One semester. Three hours.*

GERMAN

71. Third Year German—Outline of German History; A work of Keller or Meyer; Riehl: Der Fluch der Schönheit; Minna von Barnhelm or Hermann und Dorothea; Sudermann: Frau Sorge; Reference grammar: Thomas. *To follow course 74 or Academy course 52. Two semesters. Four hours.*

72. Fourth Year German—History of German Literature, with reading of works representative of the classic authors, the Romantic Period, and the modern novel and drama. *Open to those who have completed course 74 with sufficiently high standing, or course 71. Two semesters. Four hours.*

73. Beginning German—Bacon's German Grammar and Im Vaterland, with composition and conversation. *Open to classical students who wish to make German a minor subject; also to Freshmen who enter without German. Those taking this course must take also course 74. Two semesters. Four hours.*

74. Second Year German—Baumbach: Der Schwiegersohn; Von Hillern Höher als die Kirche; Wilhelm Tell or Hermann und Dorothea; Die Journalisten or Ernst; Flachsmann als Erzieher. *To follow course 73. Two semesters. Four hours.*

75. Advanced Literary Course—(a) Study of the life and works of one of the classic authors. (b) Nineteenth century literature. (a) and (b) will be offered in alternate years. *Open to students who have completed course 72. Two semesters. Three hours.*

76. Scientific German—The reading of simple lectures and treatises on scientific subjects; as Cohn: Über Bakterien, and Die Chemie im täglichen Leben, and some lectures by Dubois-Reymond. *Open to students who have completed course 74 or course 71. One semester. Three hours.*

77. Normal—For those who expect to teach German. Practical phonetics, and a review of grammar with reference to teaching beginning classes. Outlines of German history and literature. *Open to students who have had three years of German. Two semesters. Three hours.*

78. Conversation and Composition—*Open to students who have completed course 74 or course 71. Three hours.*

FRENCH

81. French I—Grammar and composition. The Elements of French, by de Bordes. French Syntax and Composition, by Bouvet. Easy reading. De Maistre's Les Prisonniers du Caucase. Sand's La mare au Diable. Thiers' L'Expédition de Bonaparte en Egypte. Labiche and Martin's La Poudre aux Yeux. Dictation and conversation. *Two semesters. Four hours.*

82. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, Maupassant, France, About, Balzac, Lamartine, Loti, Sand, and Dumas, will be read. Pellissier's Précis de l'histoire de la littérature française. Composition and conversation. *Two semesters. Four hours.*

83. French III (a)—The purpose of this course is to give considerable acquaintance with the writings of the three great French authors, Voltaire, Hugo, and Balzac. There will be a great deal of rapid reading, and also careful study from a literary point of view. Letter writing. *First semester. Three hours.*

84. French III (b)—A careful study of the three great dramatists, Corneille, Racine, and Molière. There will be a thorough study of the history and technique of the drama with special reference to the age of Molière. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

ITALIAN

91. Italian I—Grammar and Composition. Bowen's Italian Reader. Goldoni's Il Vero Amico and La Locandiera. Modern prose. Emphasis will be laid upon the relation of the language to Latin. *Two semesters. Three hours.*

92. Italian II—Modern prose including De Amicis' Il Cuore. Manzoni's I Promessi Sposi. Selections from Dante's Divina Commedia. History of Italian Literature. Collateral reading. *Two semesters. Three hours.*

SPANISH

96. Spanish I—Grammar and Composition. Easy reader. Alarcón's Capitán Veneno. Cuentos Castellanos. Galdós's Marlanela. *Two semesters. Three hours.*

97. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Has de Seña. Galdós Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

MATHEMATICS

101. College Algebra—A rapid review of the topics treated in elementary algebra with special emphasis laid on short methods and rigorous proofs of all principles involved, together with a detailed study of such subjects as are found in college algebra. *Required of all College students. First semester. Four hours.*

102. Trigonometry—While sufficient subject matter is presented to meet the requirements of college and technical schools for advanced study in Mathematics, the course is intended to be of interest in and of itself and is thought to be complete for those students who do not go beyond trigonometry. *Required of all College students. Second semester. Four hours.*

103. Plane Analytic Geometry—An elementary course on the straight line and conic sections. *Elective open to students who have completed solid geometry, and courses 101 and 102. First semester. Three hours.*

104. Analytic Geometry of Two and Three Dimensions—This is a continuation of course 103. *Elective open to students who have completed solid geometry, and courses 101, 102, 103. Second semester. Three hours.*

105. Differential Calculus—Rules for differentiation, applications of the derivitive, differentials, theorems of mean value, partial differentiation, series, expansion of functions. *Elective open to students who have completed solid geometry, and courses 101, 102, 103, 104. First semester. Three hours.*

106. Integral Calculus—Rules for integration, indefinite and definite integrals, successive and partial integration, the applications of integration. *Elective open to students who have completed solid geometry, 101, 102, 103, 104, 105. Second semester. Three hours.*

107. Mechanical Drawing—Lettering, geometrical construction, the use of instruments, theory of projection and its application to practice, problems involving both theory and practice. *Elective open to students who have completed solid geometry. First semester. Two hours.*

108. Surveying—Class work in theory and methods, supplemented by practical work in the field with chain, compass transit, level Calculations of heights, distances, areas. The keeping of records and the platting of observations. *Elective open to students who have completed course 102. Second semester. Two hours.*

109. Advanced Courses—Students who wish to continue the study of Mathematics beyond the calculus may elect sufficient of the following courses to complete a major in Mathematics: Solid Analytical Geometry, Descriptive Geometry, Advanced Algebra (including determinants and theory of equations), Analytical Mechanics, Modern Projective Geometry, Advanced Calculus.

SCIENCE

111. Chemistry I—General Inorganic Chemistry. *First semester*: Study of the fundamental principles and of the non-metals up to acids, bases and salts. *Second semester*: Study of non-metals and metals. Under metals the student is required to determine a number of unknown substances. Alexander Smith's General Chemistry is the reference used, and J. B. Garner's Outline of General Chemistry is used in the laboratory. *Two semesters. Two hours lecture and four hours laboratory work.*

112. Chemistry II—Qualitative and Quantitative Analysis. *First semester:* Reactions of bases and acids. Analysis of complex mixtures and ores. *Second semester:* Gravimetric and volumetric determinations. Laboratory text, L. Newth's Manual of Qualitative and Quantitative Chemistry. *This course is open to all students who have finished course 111. Two semesters. One hour lecture and six hours laboratory work.*

113. Chemistry III—Organic Chemistry. *First semester:* Molecular weight determinations. Organic preparation. *Second semester:* Organic preparation of the carbocyclic series. Bernsthen's Organic Chemistry is the reference used to the lectures, and Cohen's Laboratory Manual is the laboratory text. *Open to all students who have finished courses 111 and 112. Two semesters. Two hours lecture and four hours laboratory work.*

114. Chemistry IV—Food Analysis. A complete analysis is made of city water, vinegar, milk, lard, and canned foods. Leache's Food Analysis and Government Bulletins are used in the laboratory. *Open to all*

students who have finished courses 111, 112, and 113. Two semesters. Two hours lecture and four hours laboratory work.

115. **Physical Chemistry**—This course covers a thorough study of the laws of gases, liquids, solids and solutions, and a course of Thermochemistry, Electrochemistry and Photochemistry. Mass action, chemical dynamics and equilibrium. Text books for course—Morgan's Elements of Physical Chemistry and Jones' Elements of Physical Chemistry. *Open to all students who have finished courses 111 and 112. Two semesters. Two hours lecture and four hours laboratory work.*

121. **Physics**—The subjects studied are mechanics and dynamics, sound, heat, light, electricity and magnetism. *Two semesters. Three hours lecture and recitation and two hours laboratory work.*

122. (a) **Biology**—A general survey of the more simple types of organic life, both plant and animal, from the standpoint of morphology, physiology and development. *First semester. Three hours lecture and three hours laboratory work.*

122. (b) **Zoology**—This course includes a careful dissection of the types of each sub-kingdom of animal life with a study of the laws of development and outlines of classification. *Open to students who have completed course 122 (a). Second semester. Three hours lecture and two hours laboratory work.*

NOTE:- The following electives are open to students who have completed course 122 (a).

123. **Mammalian Anatomy**—This course includes a careful dissection of the cat, with a comparative study of other forms. Davison's Mammalian Anatomy is the text used. *Given in 1913-1914. Elective first semester. Three hours recitation and two hours laboratory work.*

124. **Vertebrate Embryology**—In this course the development of the chick is traced, and is supplemented by a comparative study of other forms. Serial sections are mounted by the class. Foster and Balfour's Embryology is the text used. *Given in 1913-1914. Elective. Second semester. Three hours recitation and two hours laboratory work.*

125. **Animal Histology**—This course consists of staining and mounting not less than one hundred slides with drawings and interpretation. Special attention is given to technique. *Given in 1912-1913. Elective. First Semester. Two hours recitation and four hours laboratory work.*

126. **Human Physiology**—It is assumed that students taking this course have a knowledge of chemistry and elementary physics. Special attention is given to physiological chemistry. *Given in 1912-1913. Elective. Second Semester. Three hours recitation and two hours laboratory work.*

PHILOSOPHY AND PSYCHOLOGY

131. **General Psychology**—The aim of this course is to familiarize the student with the fundamental processes and laws of the mental life,

and thus to afford him a valuable preparation for the study of the moral and social sciences as well as for general conduct. One third of the time will be given to experimental work following mainly the plan outlined in Seashore's Elementary Experiments in Psychology. Angell's Psychology will be used as a basis for recitation supplemented by lectures and collateral reading in James, Calkins, Stout, Titchener, and other authorities. *Required of all Juniors. First semester. Four hours.*

132. Advanced Psychology—This course presupposes a course in general psychology. It will consist of an intensive study of selected problems, and will involve extensive reading in the best psychological literature. James, Judd, Angell, Titchener, Myres, Calkins, Thorndike, and Stout are among the authorities consulted. One-half of the time will be devoted to lectures and experimentation. *Elective open to Seniors. Two semesters. Three hours.*

133. Logic—An introductory course dealing with the principles of reasoning and placing special emphasis on the detection of fallacies and the evaluation of arguments. Creighton's Introductory Logic will be used as a text supplemented by additional exercises from standard scientific works. A few lectures upon the latest developments of logical theory will be given. *Required of all Juniors. Second semester. Four hours.*

136. History of Ancient Philosophy—A study of the development of speculative thought beginning with the early Greek Philosophy and continuing through the Medieval and Renaissance periods. This course is intended both as a general culture course and as a means of training in technical philosophic thought. Rogers' A Student's History of Philosophy will be used as a text supplemented by lectures and extensive reading from the original sources. Introductory Psychology a prerequisite. *Elective open only to Seniors. First semester. Three hours.*

137. History of Modern Philosophy—A continuation of Course 136 but not involving it as a prerequisite. Bacon, Hobbes, Descartes, Spinoza, Locke, Berkley, Hume, Leibniz, and Kant are studied, and some attention is given to later philosophers. Text book as above supplemented by lectures and collateral reading in philosophical classics. *Elective open to Seniors only. Second semester. Three hours.*

138. Metaphysics—This course will attempt a careful discussion of fundamental philosophic concepts, their contents and implications. Text book: Bowne's Metaphysics. *Elective open to Seniors only. One semester. Three hours.*

ECONOMICS AND SOCIOLOGY

141. Economics—A general survey of the subject based on some text book, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

ELECTIVE COURSES

142. **Money and Banking**—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

143. **Corporations and Trusts**—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporation. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

144. **Socialism and Social Reform**—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

145. **Sociology**—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

NOTE:—By the recent changes in the South Dakota school law, pedagogy is ranked a college subject. It has therefore seemed best to incorporate the pedagogical work, hitherto offered in the normal courses, in the regular college courses. All that has been offered under pedagogy and professional training in the normal courses is now to be found in the regular college courses and thus full credit is given toward a college degree.

151. (a) **Didactics**—This course will include the consideration of the personality of the teacher, his scholastic and professional preparation, his responsibilities and duties, the formation of the daily program of study and recitation, the assignment and preparation of the lesson, school incentives, the treatment of misdemeanors, and the principles of general school management. *Open to Freshmen. One semester. Four hours.*

151. (b) **Methods**—This course will include a discussion of the general principles of method and of the methods of teaching the several branch-

es of common school work. The subject matter of the several branches will be used by way of illustration of methods discussed, such use constituting at the same time a thorough review of the salient points of the subjects. *Open to Freshmen. One semester. Four hours.*

152. (a) Elements of Psychology—The elements of Psychology studied from the standpoint of the teacher and as related to the subject of teaching. This course is designed to lay the foundation for teaching in a knowledge of the principles of descriptive and dynamic psychology as determining, in a large degree, both matter and method in public education. Recitations, lectures, assigned readings, and experiments will constitute the course. *Open to Sophomores. One semester. Three hours.*

152. (b) History of Education—A brief consideration of the education of the nations of antiquity followed by a more careful examination of the systems of Greece and Rome. Educational progess of European nations during the middle ages and the Renaissance. Lives and educational influence of such men as Comenius, Rousseau, Herbart, Pestalozzi, Froebel, and Mann. *Open to Sophomores. One semester. Three hours.*

153. The Principles of Education—An attempt to discover the meaning of education in its broader signification, its true aims and ends, and an unfolding of the fundamental principles of education upon which educational procedure should be based. Critical examination of educational theories, a study of some of the great educational essays, and a course of lectures will constitute the subject matter of the course. *Open to Juniors and Seniors. One semester. Three hours.*

154. Education in the United States—This course, as its title suggests, consists of a study of the history of education in the United States and of the different systems of public education in the different states. An attempt will be made by comparison to sift those features deemed in harmony with fundamental principles of education and in accord with advanced educational thought. *Open to Juniors and Seniors. One semester. Three hours.*

155. Public School Organization and Supervision—This course includes a study of the principles and the practice of the supervision of school work and will prove of especial interest to those who expect to engage in any department of such work. Such practical problems as enrollment, attendance, withdrawal, government and incentives, classification, books and supplies, records and reports, legal status of the superintendent and of the teacher, and such other topics as concern the general administration of school affairs. *Open to Juniors and Seniors. One semester. Three hours.*

156. The Philosophy of Education—In this course, the Physiological, the Psychological, and the Sociological aspects of education will be considered and the conditions that limit the possibilities of the public education of children in different countries and in different parts of our own

country will be briefly studied. Some time will be given to a consideration of the new era of education that manifests itself in the formation and adoption of courses of study in domestic science, in manual training, and in the organization of trade schools. Reading, lectures, theses, and discussions will constitute the course. *Open to Juniors and Seniors. One semester. Three hours.*

STATE CERTIFICATES AND LIFE DIPLOMAS

There is a growing demand for men and women who have had considerable preparation in advanced studies as well as professional training to act as teachers in High Schools, as principals, and as superintendents. We are able to furnish such preparation in a course leading to the Life Diploma. The attention of college students is especially called to this announcement.

As indicated by sections 12, 13, and 14 of the law quoted below, our students may secure a state certificate or a Life Diploma by electing a course of Psychology and Education and completing one of our regular college courses. Such elective courses will be given as will meet the needs of students in any particular year.

Extracts from the School Law

SECTION 12. The superintendent of public instruction may issue two professional certificates, the state certificate, and the life diploma, as hereinafter provided. He shall keep a full record of all certificates issued by him and carefully file in his office all papers related thereto and preserve said papers for the period for which the certificates were issued respectively. He shall, subsequent to each examination, send to each county superintendent a list of the persons receiving certificates.

LIFE DIPLOMA

SECTION 13. A life diploma shall be valid during good behavior and shall authorize the holder thereof to teach in any public school of the state. Applicants shall, by examination or otherwise, show satisfactory proficiency in the following branches: reading, orthography, penmanship, arithmetic, grammar, composition, geography, United States history, including South Dakota history, civics, and physiology and hygiene, and shall pass a satisfactory examination in physical geography, physics, algebra, geometry, general history of the pre-college grade, and in English language, and rhetoric, English and American literature, either economics or sociology, any two of botany, zoology, physiology, physics, chemistry, latin, german, geology and mineralogy, astronomy, algebra, and trigonometry, all of the College grade, and pedagogy, including principles, method, management, psychology, and history of education.

Provided, that a diploma from the State University of South Dakota, or from any other approved college having a regular course of study in which at least four years' work above an approved four-year high school course is required, may be accepted in lieu of an examination in the subjects named; if the applicant has in his college course pursued one course of pedagogical studies, and professional training comprising at least one-fourth work during at least eighteen months. In case the holder of such diploma has not taken the required work in pedagogy, the deficiency may be made good by examination.

Provided further, that a diploma from any State Normal school having a regular course of study in which at least two years' work above an approved four-year high school course is required, or from any other normal school having a regular course of study of the same extent and similar in character may be accepted in lieu of an examination in the subjects named.

An applicant for a life diploma, by examination or otherwise, must present evidence of at least forty months' successful experience in teaching and satisfactory evidence of good moral character.

An applicant for a life diploma upon college or normal school credentials shall present a certified copy of his diploma accompanied by a certified copy of the course of study pursued specifically showing the amount of class work in each subject, together with the standing in each branch.

STATE CERTIFICATE

SECTION 14. (*As amended by the State Legislature of 1911*) A state certificate shall authorize the person to whom it is issued to teach in any of the public schools of the state for the period of five years. Applicants for such state certificate shall, by examination or otherwise, show satisfactory proficiency in orthography, reading, penmanship, arithmetic, geography, English grammar, physiology and hygiene, United States history, including South Dakota history, and shall pass a satisfactory examination in civil government, American literature, drawing, algebra, plane geometry, physical geography, physics or botany, general history, pedagogy, and English language, composition and rhetoric. He must also present evidence of twenty-four months' successful experience in teaching.

Provided, that a diploma from any state normal school of South Dakota, having a course of study in which at least two years' work above an approved four-year high school course is required, may be accepted in lieu of an examination in the subjects named.

Provided further, that a diploma from any other school having a course of study equivalent in extent and similar in character may be accepted in lieu of an examination in the subjects named.

Provided further, that applicants for the state certificate, upon normal or other school credentials, must show that the course of study pursued therein contained a course of at least eighteen months of pedagogy and professional training, comprising at least one-fourth work for said time. They shall present their credentials to the Department of Education in the same manner as is provided for applicants for life diploma. An applicant who presents evidence of graduation from a normal or other school shall also present evidence of eighteen months' successful experience in teaching before being entitled to said certificate, provided that the superintendent of public instruction may issue to such applicant a provisional certificate for such probationary period. Every applicant for a state certificate shall submit satisfactory evidence of good moral character.

MUSIC

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing Courses leading to the degrees of A. B. or B. S. as indicated below.

Harmony—Study of intervals and musical notation, the formation of the triad and chord connection. Chords of the seventh, modulation and key board work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to College students. Two semesters. Two hours.*

Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue and the various vocal forms. *Elective to College students. Two semesters. One hour.*

History of Music—Ancient and medieval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to College students. Two semesters. One hour.*

THE ACADEMY

The Academy courses have in view two distinct objects: first, to prepare the student for further study either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course. With these ends in view, there are offered two general lines of study, the Academic and the Commercial-Academic. In the first, the work of first and second years is prescribed, and the studies fundamental to all sound education are required of every student. In the second, the effort is made to combine the advantages of a general elementary education with a knowledge of such subjects as are particularly needed in preparation for business life.

The last two years of the Academic course are made more flexible in character than the first two. Three groups or lines of study are marked out. In the first, which prepares for the full Classical course in College, both Greek and Latin are required. In the second, which prepares for the College course leading to the degree of B. S., German is substituted for Greek, Latin being required as in the first. The third line of study, also preparing for the College course leading to the degree of B. S., omits in these years, both Latin and Greek and provides for a certain amount of German and science in their place.

OUTLINE OF THE ACADEMY COURSES

The number at the left of the subject in the outline of courses is the number of the course of study. It will be found on a later page where an explanation of the work required will be given. The figure at the right indicates the number of recitations per week.

	CLASSICAL		LATIN SCIENTIFIC		SCIENTIFIC		COMMERCIAL	
FIRST YEAR	1	Bible 1	1	Bible..... 1	1	Bible..... 1	1	Bible..... 1
	11	English..... 4	11	English..... 4	11	English..... 4	11	English..... 4
	31	Latin 5	31	Latin..... 5	31	Latin..... 5		Penmanship and Spelling..... 5
	61	Algebra..... 5	61	Algebra..... 5	61	Algebra..... 5	61	Algebra..... 5
	71	Elementary Science.. 5	71	Elementary Science 5	71	Elementary Science 5	71	Elementary Science 5
SECOND YEAR	2	Bible..... 1	2	Bible..... 1	2	Bible..... 1	2	Bible..... 1
	12	English..... 4	12	English 4	12	English..... 4	12	English..... 4
	32	Latin..... 5	32	Latin..... 5	32	Latin..... 5		Bookkeeping..... 5
	21	History..... 5	21	History..... 5	21	History..... 5	21	History..... 5
	63	Geometry..... 5	63	Geometry..... 5	63	Geometry..... 5	63	Geometry..... 5
THIRD YEAR	3	Bible..... 1	3	Bible..... 1	3	Bible..... 1	3	Bible..... 1
	13	English..... 4	13	English..... 4	13	English..... 4	13	English..... 4
	33	Latin..... 5	33	Latin..... 5	51	German..... 5	51	German..... 5
	41	Greek..... 5	51	German..... 5	81	Hist. of Com. *one sem.*	81	Hist. of Com. *one sem.*
	22	History *first semester*	22	History *first semester*	82	Com. Geog. *one sem.* 5	82	Com. Geog. *one sem.*.. 5
	62	Algebra *2nd semester* 5	62	Algebra *2nd semester* 5	22	History, *first semester*	22	History *first semester*
					62	Algebra, *2nd semester* 5	62	Algebra, *2nd semester* 5
FOURTH YEAR	4	Bible..... 1	4	Bible..... 1	4	Bible..... 1	4	Bible..... 1
	34	Latin..... 4	34	Latin..... 4	52	German..... 5		Shorthand..... 5
	42	Greek..... 5	52	German..... 5	74	Physics..... 5		Typewriting.....
	74	Physics..... 5	74	Physics..... 5		Elective..... 5	52	German..... 5
		Elective..... 5		Elective..... 5		Elective..... 5		.....

Electives: 14 English; 64 Solid Geometry, *one semester;* 65 Arithmetic, *one semester;* 23 United States History, *one semester;* 24 Civics, *one semester;* 25 English History, *one semester;* 73 Botany, *one semester.*

NOTE: For special subjects in the Commercial course see description of same subjects under the Commercial Department.

EXPLANATION OF ACADEMY COURSES

BIBLE

1. First Year—Old Testament. The aim of this year's work is a thorough knowledge of the Old Testament biography and leading historical events. Text book: The Bible; Stories from the Bible. *Required of first year Academy students. Two semesters. One hour.*

2. Second Year—New Testament History. The life of Christ is especially emphasized in this course. Text book: MacLear's New Testament History. *Required of second year Academy students. Two semesters. One hour.*

3. Third Year—Prophetic Period—The life, mission, and messages of the Old Testament Prophets are studied. Text book: (a) The Bible. (b) Fowler's The Prophets as Statesmen and Preachers. *Required of third year Academy students. Two semesters. One hour.*

4. Fourth Year—Life of Paul. The aim is to gain a clear and comprehensive knowledge of the life and work of Paul. *Required of fourth year Academy students. Two semesters. One hour.*

ENGLISH

11. First Year—Rhetoric and Composition. Elementary text and constant pratice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *Two semesters. Four hours.*

12. Second Year—Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *Two semesters. Four hours.*

13. Third Year—This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *Two semesters. Four hours.*

14. Fourth Year—The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to every-day life. The analysis and construction of

effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. *Elective open to fourth year Academy students. Two semesters. Five hours.*

HISTORY

The aim of the required history courses in the Academy department is to give a general view of the history of the world. The American history and civics are elective courses. English history being thoroughly treated in the Sophomore course in college is likewise not required but offered as an elective.

21. (a) **Greek and Oriental**—This course consists of a brief account of the Oriental peoples followed by the history of Greece. In this course as well as in the course on Roman history particular emphasis is placed on the geography of the ancient world.

(b) **Roman**—This is a general course on the history of Rome, designed to give the student an elementary knowledge of the customs and institutions of the Roman people.

(c) **Medieval**—A general survey of the progress of Europe from the downfall of Rome to the beginning of the 16th century.

Courses (a),(b),(c), are taken in turn. As much of course (c) will be completed as the time before close of the year will permit. *Second year Academy. Two semesters. Five hours.*

22. **Modern**—This course after briefly reviewing the leading facts of medieval Europe takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history. *Third year Academy. One semester. Five hours.*

23. **American**—A topical study in American history designed to prepare the student for an advanced course in American politics. *Elective open to fourth year Academy students. One semester. Five hours.*

24. **Civics**—This course includes a study of local government as illustrated in township, city and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Elective open to fourth year Academy students. One semester. Five hours.*

25. A course in English history is offered for those who desire a better understanding of English history than is obtained from a general course in European history. It is recommended to those who do not expect to continue their studies after graduating from the Academy. *Elective open to fourth year Academy students. One semester. Five hours.*

LATIN

31. Beginning Latin—Collar and Daniell's First Year Latin is the text used. A thorough knowledge of the principles of syntax and word forms is acquired. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

32. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

33. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

34. Fourth Year Latin—Virgil. Books I-VI of the Æneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *Two semesters. Four hours.*

GREEK

41. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Required of third year Academy students who are preparing for the Classical Course in the College. Two semesters. Five hours.*

42. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Required of the fourth year Academy students in the Classical Course. Two semesters. Five hours.*

43. Classic Myths—As preparatory to an intelligent study of literature a course in the Myths of Greece and Rome will be given. Textbook: Guerber's Myths of Greece and Rome. *Required of second year Academy students. One semester. One hour.*

GERMAN

51. First Year German—Bacon's German Grammar; Im Vaterland. Conversation and composition. *Two semesters. Five hours.*

52. Second Year German—Review of grammar; composition. Simple

stories affording a good basis for conversation, followed by Stern: Aus Deutschen Meisterwerken; Schiller: Wilhelm Tell and Das Lied von Der Glocke. *Two semesters. Five hours.*

MATHEMATICS

61. Algebra (a) Numbers, equations, the fundamental operations, fractions, factoring, solution of problems. *Required of first year Academy students. First semester. Five hours.*

(b) Simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs. *Required of first year Academy students. Second semester. Five hours.*

62. Algebra—Review of fundamentals (emphasis being placed on the proof and applications of theorems), radicals, imaginaries, logarithms, variation, the progressions, binomial theorem. A continuation of course 61. *Required of third year Academy students. Second semester. Five hours.*

63. Plane Geometry (a) Rectilinear figures, the circle. *Required of second year Academy students. First semester. Five hours.*

(b) Proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle. *Required of second year Academy students. Second semester. Five hours.*

64. Solid Geometry—Lines, planes, angles, polyhedrons, cylinders, cones, spheres. This course should be taken by those who desire to elect Mathematics in the College. *Elective open to fourth year Academy students. One semester. Five hours.*

65. Higher Arithmetic—This course is for those who have previously used a more elementary text and is planned to convey a great amount of useful information as well as to afford the best mental training. Students who expect to teach should elect this course. *Elective open to fourth year Academy students. One semester. Five hours.*

SCIENCE

71. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *Required of all first year Academy students. First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Required of all first year Academy students. Second semester. Five hours.*

73. Botany—This is an elementary course in Botany dealing with the general as well as microscopic structure of plants. The first part of the study is devoted to the study of plant life, the latter part to analysis and field work. *Elective open to fourth year Academy students. One semester.*

Four hours.

74. Physics—A thorough study of the fundamental principles of elementary Physics—the States of Matter, Mechanics, Laws of Motion, Light, Heat, Magnetism, and Electricity. *Required of all Academy students. Two semesters. Three hours recitation and two hours laboratory work.*

COMMERCIAL

81. History of Commerce—This course will begin with the ancient commerce of the Orient, tracing the commerical development of the Greeks and Romans. From this ancient period the history of business will be followed through medieval and early modern times down to the present. This study will show how different forces such as war, the progress of invention, supply and demand control and sometimes entirely change the commerce of a nation. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

82. Commercial Geography—In the study of this subject the student will be shown how certain countries lead in certain pursuits and the reason for this leadership. He will also learn of the influence upon industrial progress of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions. He will study the influence of each as a factor in economic development. Beginning with the United States, the actual conditions existing in the different countries in the world and the forces that are operating for the continuance or the change of such conditions are studied. It is believed that this study will give the student a good foundation for whatever business he may choose to enter. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

For information regarding the other subjects in the Commercial-Academic course, see pages under Business College and School of Commerce.

HURON BUSINESS COLLEGE

— *and* —

SCHOOL OF COMMERCE

THIS DEPARTMENT OFFERS THREE COURSES

THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

The Commercial-Academic Course—For the more responsible and important positions, whether in business or clerical work, a broader foundation of general education is required than the short courses usually given in business or commercial schools afford. To meet this need a Commercial-Academic course is now offered in this department. In some subjects it coincides with the regular Academy and Normal courses. Certain subjects, however, are omitted from these courses and the subjects of the Accounting course and the Stenographic course are substituted for them, making thus an admirable course for those who wish to prepare for business or clerical positions, and, at the same time, secure a broad general foundation for life's work. We would strongly advise those who wish to prepare themselves for important positions in business life to take this course.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic course, but who wish preparation in actual business methods. It covers one year of time and gives the student pratical training for any ordinary business position.

The Stenographic Course—Modern business methods require a more and more extensive use of shorthand and typewriting. Competent stenographers find their services always in demand and many avenues of advancement open to them. This course covers one school year in time and gives a practical training in all the correlated subjects.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in pro-

portion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever-increasing call for stenographers and bookkeepers, particularly the former, to occupy positions under the government and we expect to be able to place our students in paying positions as fast as they become qualified to fill them.

OUTLINE OF THE COURSES

In the outline of the courses, the numbers at the left refer to the paragraphs following, where an explanation of the work required is given. The figures at the right indicate the number of recitations per week.

ACCOUNTING

FIRST SEMESTER

1	Introductory Bookkeeping	5
2	Business Practice	5
3	Accounting	5
5	Commercial Arithmetic	5
10	Penmanship	5
9	English	5
8	Commercial Spelling	5
6	Rapid Calculation	5

SECOND SEMESTER

2	Advanced Accounting	5
3	Banking	5
3	Office Practice	5
5	Commercial Arithmetic	5
10	Penmanship	5
7	Commercial Correspondence	3
8	Commercial Spelling	5
6	Rapid Calculation	5
4	Commercial Law	4

STENOGRAPHY

FIRST SEMESTER

11	Elements of Phonography	5
11	Dictation	5
12	Typewriting	5
10	Penmanship	5
9	English	5
8	Commercial Spelling	5

SECOND SEMESTER

11	Advanced Dictation and Speed Practice	5
12	Typewriting	5
10	Penmanship	5
7	Commercial Correspondence	3
8	Commercial Spelling	5
13	Stenographers' Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—Bookkeeping and Accounting consist of five courses: (1) Introductory, (2) Business Practice, (3) Accounting, (4) Banking, and (5) Office Training.

The student is thoroughly instructed in regard to the principles of double and single entry Bookkeeping, including the handling of commercial paper, all transactions being recorded from vouchers received or issued. Each student assumes the position of bookkeeper and depends upon himself for advancement, as the instruction is individual. Special ruled books are used and adapted to different lines of business and such an extensive variety of transactions introduced as to familiarize the student with all the phases of business with which he may come in contact. The system of checking is such that any error in outgoing papers or in any record can be detected at once by the teacher in charge.

(b) **Farm Accounting**—A specialized course in Farm Accounting has been introduced, following the preparatory course in general business accounting and practice. The course covers the transactions of a representative farm through a period of an entire year and furnishes a live, practical and up-to-date business training for the young man who expects to make farming his life work.

2. **Actual Business Practice**—Students having performed the work in the introductory department are admitted to the business practice department. A large variety of transactions and agreements are introduced to give the students repeated drills in making historical entries, memoranda of contracts, and also to develop skill in writing business letters and business papers necessary in commercial transactions.

3. **Office Department**—Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, Real Estate, and Commercial Exchange. Advanced students are placed in charge and are held responsible for all business transacted with them. Each manager of an office is required to submit a weekly report, and at the expiration of the required time, all business affairs being satisfactorily attended to, the student is promoted.

College currency, special ruled books, blanks, stamps, letter press, and all necessary equipment, such as is required in the modern business office, are furnished in order to familiarize the student with every detail of office work.

4. **Commercial Law**—"Ignorance of the law excuses no man." It is our purpose to impart to our students a thorough knowledge of the principles of the common and statute laws pertaining to everyday business transactions. Our students are thoroughly familiarized with their liabilities and rights in their business intercourse in the business practice department.

This subject includes the law of contracts, negotiable and non-negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property etc., and is taught by means of class drills in which a text-book is used, supplemented by the library of legal reference books belonging to the Department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the District Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, in Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education.

5. Arithmetic—This branch of mathematics, as a means of mental discipline, is invaluable in the development of the judgment and the reasoning faculties. Our students are instructed in the everyday problems that occur for daily solution in the store, office, shop or on the farm. The best short methods used in different lines of business receive careful attention. A practical text-book is used, supplemented by other texts and practical problems given by the teacher of this branch.

6. Rapid Calculation—All students are required to join the class in rapid calculation, which recites daily. Accuracy and rapidity are essential to every business man, especially to a young man or woman entering upon a business career as an accountant or stenographer. Our students are drilled daily in mental arithmetic, rapid methods of addition, multiplication, division, computation of interest and discount; in fact, in all ordinary calculations.

7. Correspondence—A large proportion of the business of to-day is transacted by mail, hence the importance of skillful letter writing. Composition, punctuation, spelling, penmanship, and form are given proper attention. Students of this class are required to write letters representing different lines of business, which are carefully corrected and returned by the teacher in charge.

8. Spelling—Very few students are able to pass an entrance examination in this subject. The ability to spell without hesitation is essential to the amanuensis or office employee. Our students must enroll as members of the spelling class until able to pass a rigid test.

9. English—It is our purpose to give to our students a symmetrical training, and we believe that ability to use language which expresses clearly the thought of the writer or speaker is essential to the success of every young person who engages in business.

The importance of correct expression in business is recognized by business men. It is said that Marshall Field & Co. will pay $1 to any

employee who finds an error in English in any of their literature or correspondence.

10. Penmanship—Good penmanship is essential to any young person intending to enter upon a business career. A well written letter of application, correct in composition and spelling, will attract the attention of an employer and secure a much desired interview, while a slovenly written, badly composed letter will be thrown into the waste basket.

Penmanship is taught by means of blackboard exercises and drills in daily periods of forty-five minutes each, and each student is required to hand in at least two pages of work prepared outside of class to the teacher in charge.

Students are furnished with the best penmanship publications and every possible means used to encourage persistent, painstaking practice. With very few exceptions our students learn to write a splendid business style.

11. Shorthand—Shorthand is the key with which many young men have opened the door to success in professional, financial and political life. It is a pleasant and profitable profession, and one who is competent has the assurance of steady employment, as there is an ever-increasing demand for stenographic help.

Students should have the equivalent of a high school or academic education before beginning the study of Shorthand, as the duties of a stenographer require a knowledge of affairs, and especially, thorough familiarity with the use of the English language. Many students who are deficient in this respect are able to remedy the defect by joining classes organized for this purpose and by a well directed course of reading.

A young person contemplating beginning a business career in a clerical capacity should by all means become proficient as an accountant, as well as a stenographer, owing to the fact that many business men require such clerical assistance and are willing to pay a proportionate salary.

12. Typewriting—Shorthand and typewriting go hand in hand. The usefulness of one without the other is impaired to a considerable extent.

We teach our students to use the Touch System, using a text containing graded lessons in which students are taught correct fingering from the very start. After having finished the introductory work, the student is required to copy forms of business, etc., preparatory to taking the same from dictation for transcription.

Students are familiarized with all copying and duplicating devices in use, and other details of office work. Neat, accurate work is rigidly insisted upon, a certain degree of rapidity being required.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. We deem it advisable for the student to become familiar with several different machines, for the reason that it is impossible for him to know

before leaving college what machine he will be required to operate when he accepts a position. We are prepared to supply almost any typewriter manufactured, if it is specially desired by the student.

13. Stenographers' Office Practice—Students of the Stenographic Course are given a systematic training in copying, manifolding, tabulating, follow-up systems, form letters, and the many other practical and useful things they should know.

This course is indispensable to the good stenographer and develops his proficiency as an office helper, so that when he enters practical business life he knows what to do and how to do it.

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	
*Room, Heat, Light in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.50 per week, 36 weeks			90.00
Laundry, about			10.00
Books for Accounting Course, from $7.00 to $10.00			9.00
Books for Stenographic Course, from $4.00 to $6.00			
Students' Association Fee			5.00
Total			$210.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one-half semester is $2.50 per week, provided that the smallest charge made to a student registering for any semester shall be $5. A student in school one-half semester or more, but less than a whole semester, will pay tuition for the whole semester.

DRAMATIC ART
— *and* —
PUBLIC SPEAKING

The purpose in this work is to develop in the students the greatest possible power of expression, to cultivate mind, voice, and facial expression. The basis of intelligent vocal interpretation of literature is careful analysis. Therefore, the first duty of the teacher is to make the pupil think, to stimulate the mind to high ideals, to cultivate the imaginative, sympathetic, and artistic instincts and help students to understand themselves. A carefully graded course has been arranged to cover three years' work.

DRAMATIC ART

FIRST YEAR

A great deal of emphasis is placed on the study of stage presence and personality, acquiring naturalness and ease of every-day life while on the platform as to self repose and culture. Conception and production of authors' thoughts and ideas are cultivated. Imagination is broadened and mind picturing is developed. Elementary ideas for voice placement and proper breathing and breath control are given. Readings and stories of miscellaneous character must be prepared and rendered in students' recitals.

First year students will take minor parts and will substitute in class plays. Three plays will be rendered during the year by the Dramatic class; a comedy, a drama, and a tragedy.

SECOND YEAR

The study of voice development for flexibility, power, resonance, and carrying ability and enunciation in connection with tone placement is continued. Monology, Pantomime, and general stage business are developed. Work in reasoning out the conception of the Author's aim, facial expression, time values, and incidentals is completed.

THIRD YEAR

This course includes the study of the finer points of acting; as to

concentration of thought, acquisition of emotion, ease, grace, self control, and relaxation. George Henry Lewes' Actors and the Art of Acting will be used.

PUBLIC SPEAKING

FIRST YEAR

The course for the first year students doing class work in Public Speaking is the same as that outlined for the first year dramatic students.

SECOND YEAR

Drills are given for naturalness in reading from periodicals or books. Voice cultivation and enunciation are continued in close connection with voice placement. Extemporaneous speaking and rapid arguing for debating are cultivated. Short essays and speeches of famous men are worked out minutely.

THIRD YEAR

This course includes a careful study of the best orations and essays of the world's greatest orators besides the preparation of original orations. Voice, for power and carrying ability; Word Colouring, for emphasis and time values; and Pronunciation and Enunciation, for rapidity and distinctness, will all be developed in this year's work.

TUITION

	Per Semester
Dramatic Art, Elocution:	
—One lesson per week	$23.00
—Two lessons per week	42.00
Dramatic Art, Class of four or more:	
—One lesson per week	8.00
—Two lessons per week	15.00

SCHOOL OF MUSIC

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has enjoyed quite an unusual growth, making it necessary to increase the teaching force year by year as well as to add to the facilities for teaching and practice. There are now eighteen rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs There are sixteen high grade pianos used in the department, ten of which were purchased during the past two years, including two Mason and Hamlin grands, one Conover, and seven Kingsburys.

COURSES OF INSTRUCTION

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, the **Huron College School of Music** presents the following outline of instruction arranged in six general divisions:

1. The Preparatory Course
2. The Academic Course
3. The Collegiate Course
4. The Post Graduate Course—Degree, Bachelor of Music
5. The Artists' Course—with Fellowship Degree
6. The Normal Training Course

The Preparatory Course—This course is subdivided into eight grades and is open to all beginners. Students may pass from one grade to another as rapidly as their advancement justifies.

The Academic Course—This course is subdivided into two grades, namely, Junior and Senior, and is preparatory to the Collegiate or the Teachers' Normal Training Course.

The Collegiate Course—This course is designed for students preparing for professional work as teachers or artists, and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study. This department is subdivided into Junior and Senior grades. This is a two year course.

The Post Graduate Course—A course is provided in this department for graduates who desire to reach a higher standard of excellence as artists. The technical, intellectual, and other artistic requirements are considerably higher than those for graduation from the regular course. Each pupil in this class is required to give at least one recital during the year. Students completing the prescribed post graduate course will be granted a diploma with the Degree of Bachelor of Music.

The Artists' Course—This course is given to students, who after the completion of the post graduate course or its equivalent, desire to prepare themselves for more advanced professional work. Two more years are usually necessary to obtain the required preparation and repertoire. Composition and History of Music will be emphasized. Students who successfully complete this course will be granted a diploma with a Fellowship Degree.

Normal Training Course—This work is especially valuable to students whose principal object in study is the preparation for teaching music. This course is subdivided into two grades, Junior and Senior, and requires two years for its completion. It may be taken in connection with a collegiate course, though by such an arrangement more than two years will be required to finish the work outlined.

PIANO

ELEMENTARY

Finger exercises, scales, studies, etc., Sonatas and pieces by Kuhlau, Kullak, Clementi, and modern composers.

INTERMEDIATE—PART FIRST

All forms of technical exercises, scales, etc.
Studies by Czerny, Cramer, Clementi.
Easy sonatas by Mozart, Haydn, and modern composers.

INTERMEDIATE—PART SECOND

Technical exercises continued; arpeggios, double thirds, octaves.
Studies by Czerny, Cramer, Clementi.
Bach's two and three part inventions.
Selections by Mozart, Haydn, Mendelssohn, Bach, Schumann, Beethoven, and modern composers.

ADVANCED

Studies by Chopin, Henselt, Liszt.
Pieces by Bach, Beethoven, Chopin, Schumann and modern composers.
Concertos by Mendelssohn, Schumann, Beethoven, Saint-Saens, and Brahms.

VIOLIN

A thorough course of instruction on the violin is provided by the College. The study of solo, orchestral, and parlor music is required. Musical analysis and harmony are necessary. Students who are sufficiently advanced may become members of the college orchestra; where the weekly rehearsals and the daily chapel playing with public concert work will be highly beneficial to the ambitious performer.

FIRST GRADE

Herman Violin School, Books 1 and 2.
Hohman Violin School, Book 4.
Special Studies by Kayser, De Beriot and Henning.
Solos to suit needs of pupil.

SECOND GRADE

Mazas Studies, Books 1 and 2.
Dout Preparatory Studies to Kreutzer.
Kreutzer Studies.
Solos by Alard, De Beriot, Mozart, Leonard, and others.

THIRD GRADE

Studies by Fiorillo, Rode, and Gaviennes.

Solos and Concertos by Wieniawski, Vieuxtemps, Rode, and others.

FOURTH GRADE

Paganini Caprices, Bach Sonatas.
Solos and Concertos by Beethoven, Mendelssohn, Saint-Saens, Bruch, Tschaikowsky, Paganini, and others.

ORGAN

The main requisite for the Organ student is a substantial foundation in piano technic. Acquisition of good Organ touch, in legato and staccato playing with special pedal studies and hymn tune playing.

VOICE CULTURE

The method used is the correct placing of the voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. The mechanism of the voice is explained as far as necessary.

Correct breathing, correct position in singing, and chest development lay the foundation of voice building.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise the voice, from this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto," or beautiful singing.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

Study will be made of the interpretation of songs and ballads chosen from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciation, and rhythm.

FIRST GRADE

The formation of tone; elementary exercises for the development of the voice and art of respiration, Panofka's First Lessons in Singing and twenty-four vocalises; Seiber's thirty-six eight measure vocalises, exercises in articulation and art of phrasing. Easy and pleasing songs in English.

SECOND GRADE

Exercises in scales, precision and flexibility; Studies by Lutgen, Concone, Tosti, Vaccai. Songs from Italian, German, and English Composers.

THIRD GRADE

Exercises in scales, precision and flexibility continued. Advanced

vocalization. Songs by Schubert, Schumann, Franz, Brahms, and arias and duets from operas.

FOURTH GRADE

Exercises continued as above with studies in bravoura singing. Exercises and solfeggios used (classfied according to difficulty) are those of Concone, Marchesi, Lamberti, and Brambilla. Recitatives and arias from the standard oratorios and operas.

For the Diploma in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the fourth grade in Instrumental music.

HARMONY, THEORY, AND HISTORY OF MUSIC

The subjects Harmony, Theory, and History of Music should be taken by students who wish to cultivate their appreciation of music, although they may have no intention of preparing themselves for professional work in the art.

Harmony—Study of intervals and musical notation, the formation of the triad and chord connection. Chords of the seventh, modulation and key board work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals.

Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue and the various vocal forms.

History of Music—Ancient and medieval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians.

EAR TRAINING AND SIGHT READING

This course is of the greatest importance to vocalists and instrumentalists.

The ear is the receptive organ of music. Sensitive to every detail connected with sounds, it is therefore the one to be most carefully trained.

Thoughtful students will realize that such accomplishments are worth the expenditure of much time and patience, since they are so essential to thorough musicians.

PUBLIC SCHOOL MUSIC

Methods of Teaching Music in Public Schools.
Songs best adapted to children.
Treatment of monotones.
Problems of melody and rhythm and the best time to present these subjects.
Chromatics and Minor mode.
Part songs. Modulation. Bass clef.
How to teach in schools where music has never before been taught.
How to teach pupils who have had no previous training in music.
Notation, scales, rhythm, signatures, etc.

MADRIGAL CLUB

The Huron College Madrigal Club consisting of sixty voices was organized the latter part of October, 1910. This Club gave two concerts at home and one at Redfield, South Dakota, that year. For the concert at Redfield a special train was chartered. During 1911-12 the membership was increased to about one hundred voices. For the mid-winter concert they gave the Holy City by Gaul. In May a spring festival was given, the chief work being the Rose Maiden by Cowan. For admission to this club voices are tried, a test being given as to ability to read and sing the better grades of music. The object of this club is to study the choral works of the old masters as well as those of our modern writers.

GLEE CLUBS

In December of the past year, the Huron College Glee Club and Orchestra made a two weeks trip through the eastern half of the state in a private car. The Glee Club and Orchestra consisted of about thirty members. The membership in both clubs will be increased next year. Any young man possessing a good voice who is regularly enrolled in some department of the College may become a member of one or both of these clubs providing there is a vacancy.

The Girls' Glee Club appeared in one special concert during the spring term. This club consisting of about thirty voices has been under the personal direction of Helen Eby-Hundling during the past year. All girls enrolled in the College are eligible.

ORCHESTRA

The orchestra will number about thirty the coming school year. Those who desire to enter this organization will be required to pass an examination as to musical ability and technic.

BAND

The College Band is one of the agencies which arouse an enthusiastic college spirit. The work of the band will be continued under the direction of an efficient leader. Anyone playing band instruments will do well to make application for membership in the band at once.

LECTURES AND ARTISTS' RECITALS

Lectures on various interesting and instructive musical subjects will be given from time to time by the teachers. During each semester there is also at least one artist's concert by some noted musician; and a lecture by an authority on some of the more vital subjects. Students of the Music Department may purchase tickets at half price.

STUDENTS' RECITALS

The juniors give a special recital during the winter months. This is followed later by the seniors in a special program from which their commencement numbers are chosen. Frequently unclassified recitals are given by such students as the teachers may recommend. The spirit of helpfulness and comradeship pervades all the recitals.

MISCELLANEOUS

1. Lessons in the Music Department will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of forty-five minutes each will be given on the Piano, Violin, and other instruments. Class lessons in Harmony, Musical Form, and Counterpoint will also be forty-five minutes each. Vocal lessons will be thirty minutes each.

2. All arrangements relating to the assignment of work, changing of lesson hours, and similar matters will be made at the office of the School of Music.

3. All bills are due and payable in advance. The College must insist that these payments be made within two weeks after the opening of each semester. Should it be impossible to make these payments in due time, the matter should be properly reported to the President or the Treasurer before the student registers.

4. No deduction from the semester's bill will be made for temporary

absence of pupils. Only in exceptional cases will any credit be allowed for missed lessons. In such cases, if previous notice of twenty-four hours is received, the lesson so lost may be given by special arrangement, at the convenience of the teacher, but only within the limits of the same semester. Any student who is tardy in reporting for his lesson will have the time deducted from his lesson and no credit will be allowed for time so lost. Students leaving during the semester will pay as per Schedule of "Tuition Rate for Short Periods" below.

TUITION

FOR PRIVATE LESSONS:	PER SEMESTER *See Calendar Page Two* One Lesson a week	Two Lessons a week
Voice—Instructor.....(a)	$27.00	$48.00
—Instructor.....(b)	18.00	33.00
Piano—Instructor.....(c)	23.00	42.00
—Instructor.....(d)	23.00	42.00
—Instructor.....(e)	18.00	33.00
Violin—Instructor .....(f)	23.00	42.00
Harmony—Instructor (g)	18.00	33.00
Band and Wind Instruments,	18.00	33.00
IN CLASSES OF FOUR OR MORE:		
Harmony, Counterpoint, Musical Form, Ear Training, Theory, *or* Musical History,	8.00	15.00

OTHER FEES

	Per Semester
Piano Rental for Practice,	
—One period per day,	$5.00
—Two periods per day,	8.00
—Three periods per day,	10.00
—For each additional hour	2.00
Room rent in the Voorhees Dormitory, (for girls),	18.00
Table board, about $2.50 per week	45.00
Laundry, about	5.00
Books, including sheet music from $3 to $6	5.00
Students' Association Fee, ($5 per year or)	3.00

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work will have the privilege of paying by the lesson as follows,—provided that the charge made for any semester registration shall not be less than three dollars:

$1.75 per lesson from any teacher whose semester rate is	$27.00
1.50 per lesson from any teacher whose semester rate is	23.00
1.25 per lesson from any teacher whose semester rate is	18.00

LIST OF STUDENTS

1911-12

(The numbers refer to the bound volume of registrations)

COLLEGE

SENIORS

234	Andrews, Harold Edward	Huron
240	Beardsley, Eugenie Harriet	Madison
243	Bergen, Hansen	Veblen
245	Bliss, Arnold Faust	Huron
394	Conkey, Susan	St. Lawrence
395	Dukes, Charles Thomas	Huron
293	Jahn, August Edward	Sumner, Iowa
313	Lemon, William Philip	Huron
397	Mateer, Lilian Pearl	Huron
326	McCracken, William Henry	Huron
338	Osborn, Bernice	Huron
505	Pease, Elma Alpha	Huron
507	Royer, Chandos Bill	Iroquois
367	Smalley, Delia Dukes	Huron
370	Spencer, Mary Dean Fern (15)	Fairbank

JUNIORS

229	Abel, Gertrude Mary	Huron
230	Abel, Roy Winsor	Huron
246	Borah, Leo Arthur	Huron
272	Gates, Ed Bristol	Laurel
290	Hunt, Everett Lee	Demig, N. Mex.
292	Isaac, Gwylym	Huron
340	Palmer, Fred Albert	Huron
363	Sheldon, Albert Bradley (8)	Huron

SOPHOMORES

231	Adams, James	Huron
235	Asbury, Vera Ione	Watertown
241	Bell, Jane Carmont	Huron
392	Bell, Mary Sloan	Huron
250	Buckley, Herman Wenford	Huron
251	Camp, Mae Lucinda	Huron
295	Johnson, Myrtle Luella	Hetland
311	Knox, Alexander John	Monango, N. Dak.

320 Martin, Glenn Oliver.....Huron
327 McKay, Catherine Marie.....Huron
347 Polk, Harry Earl.....Huron
349 Pollard, Agnes Janet.....Highmore
351 Rice, Grace.....Faulkton
361 Scruby, Delbert Kirby.....Huron
366 Sherwood, Clarence Emerson.....(15).....Doland

FRESHMEN

413 Allen, Mary Brainard.....Osage, Iowa
233 Allison, Harriet Ellen.....White
242 Benthin, Walter Otto.....Castlewood
461 Bern, Gottfrid.....Sedgwick
249 Bryant, Kenneth.....Virgil
253 Clark, Elsie Elizabeth.....Highmore
476 Cook, Samuel Brice.....Winner
256 Crutchett, Charles Powers.....Armour
261 Doughty, Walter Ernest.....White
265 Erwin, John Martin.....Groton
270 Freeman, Madge Vivian.....Faulkton
274 Glennon, Dan C. Jr.,.....Huron
286 Hoffman, Clifford Clark.....Huron
297 Johnston, Lloyd B.....Faulkton
298 Johnston, Ray Uriah.....Huron
299 Jones, Henry Lee.....Mott, N. Dak.
308 Kinner, Celeste.....Huron
469 Lang, Irene.....Winona, Minn.
480 Loveless, Charles Wesley.....Gettysburg
316 Ludwig, Casimir Bowman.....Whitewood
317 Lundberg, Charles Joseph.....Alcester
321 Martin, Ina Isabel.....White
323 Meigs, Leslie Wallace.....Huron
333 Noggle, Julia Estelline.....Sioux Falls
411 Notson, Alfred Black.....Huron
344 Peek, Hazel Belle.....Huron
346 Pinch, William Edwards.....Huron
350 Radcliffe, Rose Mary.....Wolsey
436 Romero, Emma May.....Whitewood
353 Rosencrance, Jedson Irving.....Oacoma
357 Saxton, William Herbert.....Huron
369 Snyder, William Ellsworth.....Onida
382 Vandervoort, Bessie Magdalena.....Lake Andes
385 Walker, Chester Kenneth.....Huron
386 Wick, Wickel Albert.....(35).....Lake Preston

Sophomore Registration after form for page seventy was closed

509 Merriman, Lloyd Lewis.....(16).....Huron

ACADEMY

FOURTH YEAR

257 Culver, Laura Almira.....Cavour
393 Floyd, Charles Benjamin.....Okobojo
278 Gray, Justus Leslie.....Highmore
283 Hannum, Grace Abigail.....St. Lawrence
420 Higby, Elise W.....Lander, Wyoming
334 Notson, Matie.....Huron
339 Oviatt, Thaddeus Walter.....Huron
343 Peck, Alice Elizabeth.....Sioux City, Iowa
381 Vander Stein, George Frederick.....Huron
383 Vandervoort, William Frederick.....Lake Andes
471 Vavrina, Frank.....(11).....Tabor, Minn.

THIRD YEAR

237 Barnes, Katherine Belle.....Virgil
248 Bryant, Sarah Evelyn.....Huron
434 Bryant, Ruby Audrey.....Seneca
419 Burnison, Walter.....Alpena
260 Domsch, Marie L.....Wessington
268 Floyd, Sadie A.....Okobojo
439 Kesler, Lee William.....Hulett, Wyoming
417 Mateer, Harry Stewart.....Huron
418 Mateer, Stanley Gilbert.....Huron
486 Palmer, Hayden.....Huron
348 Polk, Mabel Evelyn.....Huron
358 Schoof, Joseph Ernest.....Doland
360 Scofield, Perry L.....Huron
364 Sheldon, Frank Hobbs.....Colorado Springs, Colo.
365 Sheldon, Willard Benjamin.....Colorado Springs, Colo.
372 Steffen, Amelia Bertha.....Iroquois
387 Williams, Lulu Ethel.....(17).....Carpenter

SECOND YEAR

407 Andrews, Fred F.....Huron
258 Culver, Ollie Viola.....Cavour
262 Drew, Richard Joseph.....Highmore
267 Flom, Irene Agnette.....Midland
281 Hall, Raymond C.....Onida
511 Lattstrom, Elsie.....Huron
314 Lloyd, Bryan Webster.....Huron
324 Miner, Ruth Eliza.....Cavour

403 Myers, Floyd Thomas.....Huron
355 Saathoff, Weert Harry.....Sorento, Ill.
379 Ulrich, Carrie.....Colman
380 Van Delinder, George Wesley.....Hitchcock
515 West, Charles .....(13).....Wessington

FIRST YEAR

232 Alley, Lola Murel.....Huron
475 Berge, Bertha.....Verdel, Nebr.
399 Carlson, Oscar.....Carpenter
478 Eby, Lester Altruria.....Des Moines, Iowa
266 Flom, Adina Martha.....Midland
279 Grove, John Logan.....Brandon, Colo.
282 Hanna, Hazel Grace.....Carpenter
287 Hoyt, Ruth Kimball.....Huron
479 King, Elizabeth.....Verdel, Nebr.
294 Johnson, Charles.....Esmond
319 Madison, Charlotte.....Manchester
485 Magee, Lucile.....Dauson, N. Dak.
331 Nepodal, Kathryn Stella.....Academy
335 O'Farrell, George Rolland.....Pheba
337 Opsahl, Benjamin A.....Carpenter
342 Parkhurst, Mary Isabelle.....Huron
356 Sampson, Lucille Florence.....St. Paul, Minn.
398 Schnetzer, Charles.....Wolsey
368 Smith, L. D.....Veblen
373 Steptoe, Effie May.....Miller
374 Steptoe, Ruth Sarah.....Miller
514 Timberman, Lenora.....Huron
388 Woods, Helen.....(23).....Chicago, Ill.

BUSINESS COLLEGE

COMMERCIAL

407 Andrews, Fred F.....Huron
447 Austin, Louise.....Huron
236 Babbitt, I. V.....Huron
489 Baker, Harry Monson.....Lima, Ohio
238 Bartlett, Lynn Spencer.....Osage, Iowa
475 Berge, Bertha.....Verdel, Nebr.
487 Brandmire, Leonard.....Huron
510 Brumwell, Reta M. .....Huron
477 Curtis, Horace A.....Huron
494 Else, Eugene.....Doland
403 Fuller, Chas. R.....Cavour
281 Hall, Raymond.....Onida

415	Hanley, Marcella	Broadland
294	Johnson, Charles	Esmond
479	King, Elizabeth	Verdel, Nebr.
468	Lekvold, Helge	Naples
512	Manwarring, Harry	Huron
462	Nies, Mark B	Java
336	Olson, Hilda Amelia	Huron
337	Opsahl, Benjamin A	Carpenter
482	Oviatt, H. V	Huron
342	Parkhurst, Mary Isabelle	Huron
470	Rand, Thomas	Huron
513	Roberts, William Barton	Huron
356	Sampson, Lucille Florence	St. Paul, Minn.
398	Schnetzer, Chas	Wolsey
473	Snell, Wilber	Roy
474	St. Clair, Joseph	Huron
425	Taylor, Rodolphus B	Huron
483	Thompson, David A	Wessington
377	Tobin, Floyd Joseph	Huron
488	Trask, Archie	Independence, Iowa
471	Vavrina, Frank	Tabor, Minn.
384	Wagner, Geo. W	Huron
389	Wright, Ernest Silas	Huron
433	Youel, Cecil Bowe (36)	Huron

SHORTHAND

247	Borah, Mildred Lois	Huron
419	Burnison, Walter	Alpena
399	Carlson, Oscar	Carpenter
259	Dalquest, Nellie A	Huron
262	Drew, Richard Joseph	Highmore
263	Dunlevy, May	Philip
264	Ebert, Florence Josephine	Huron
454	Evans, Harry E	Huron
456	Glenn, Mabel E	Huron
274	Glennon, Dan C., Jr	Huron
280	Guyer, Lucile Adelia	Huron
291	Inman, Haleene	Kadoka
416	Iverson, Una	Huron
296	Johnson, Myrtle Angela	Huron
300	Kass, Martha Mary Rose	Huron
396	Keiser, Emma Lillian	Huron
303	Kenner, Harry Martin	Britton
304	Kenner, Melvin O	Britton
320	Martin, Glenn Oliver	Huron

322 Mateer, Henrietta.....Okobojo
325 Mumford, Edgar.....Philip
411 Notson, Alfred Black.....Huron
481 Oviatt, Guy D.....Huron
339 Oviatt, Thad W.....Huron
341 Parke, Kenneth F.....Huron
346 Pinch, William Edwards.....Huron
354 Russell, Mabelle Agnes.....Huron
355 Saathoff, Weert Harry.....Sorento, Ill.
430 Semple, Ethel .....Veblen
359 Schulz, Grace.....Huron
364 Sheldon, Frank Hobbs.....Colorado Springs, Colo.
437 Smith, Mildred E.....Huron
412 Sparks, Margaret Ruth.....Broadland
371 Sprague, Winette C.....Paullina, Iowa
375 Stiles, Harold.....Huron
385 Walker, Chester K.....Huron
432 Walt, Mervin F.....Huron
484 Weir, Chas.....(38).....Huron

COMMERCIAL-ACADEMIC

407 Andrews, Fred F.....Huron
399 Carlson, Oscar.....Carpenter
262 Drew, Richard Joseph.....Highmore
274 Glennon, Dan. C. Jr.....Huron
281 Hall, Raymond.....Onida
294 Johnson, Charles.....Esmond
320 Martin, Glenn Oliver.....Huron
411 Notson, Alfred Black.....Huron
337 Opsahl, Benjamin A.....Carpenter
339 Oviatt, Thad W.....Huron
342 Parkhurst, Mary Isabelle.....Huron
346 Pinch, William Edwards.....Huron
355 Saathoff, Weert Harry.....Sorento, Ill.
356 Sampson, Lucille Florence.....St. Paul, Minn.
398 Schnetzer, Chas.....Wolsey
364 Sheldon, Frank Hobbs.....Colorado Springs, Colo.
472 Vavrina, Frank.....Tabor, Minn.
385 Walker, Chester K.....(18).....Huron

SCHOOL OF MUSIC

PIANO

413 Allen, Mary.....Osage, Iowa
490 Allison, Andrew.....Cavour
233 Allison, Harriet.....White

414	Babbitt, Adelle	Huron
444	Bandy, Margaret	Huron
239	Baumhoff, Blanche	Huron
244	Birks, Ellen	Huron
491	Blake, Marion	Huron
419	Burnison, Walter	Alpena
252	Carson, Harriot Iris	Huron
253	Clark, Elsie	Highmore
472	Coin, Agnes	Cavour
255	Cornish, Evelyn	Huron
466	Crill, Beatrice	Huron
260	Domsch, Marie	Wessington
493	Doyle, Madeleine	Deadwood
435	Else, Pearl	Doland
267	Flom, Irene	Midland
268	Floyd, Sadie	Okobojo
269	Fox, H. J	Fort Wayne, Ind.
271	Gardner, Ethel	Huron
273	Geiger, Nellie	Huron
276	Grant, Hattie	Huron
277	Grant, Marie	Iroquois
275	Green, Ora	Eden
495	Hagen, Mary	Huron
281	Hall, Raymond	Onida
284	Hedge, Minnie L	Huron
285	Hedge, Winnifred L	Huron
401	Herde, Florence	Hoyt, Kansas
464	Herman, Loy	De Smet
289	Hunt, Bessie	Huron
416	Iverson, Una	Huron
497	Jones, Ruth	Huron
301	Kee, W. B	Ripley, Tenn.
396	Keiser, Emma	Huron
305	Kester, Maud	Huron
309	Kirk, Elizabeth	Huron
312	Knupp, May	Huron
315	Lohman, Frances	Volga
409	Longstaff, George	Huron
406	Lyon, Esther	Huron
318	Lyon, Hazel	Huron
500	Malone, R	Huron
323	Meigs, Leslie	Huron
501	Meyers, Gertrude	Huron
324	Miner, Ruth	Cavour
402	Morse, Reed	Huron

450	Markey, Clarence		Huron
445	Murphy, Blanche		Huron
502	McDonald, Esther		Huron
503	McDonald, Irma		Huron
329	McVey, Eleanor		Huron
330	McVey, Mary		Huron
331	Nepodal, Kathryn		Academy
332	Newton, Birdice		Mellette
333	Noggle, Julia		Sioux Falls
504	Oviatt, Helen		Huron
348	Polk, Mabel Evelyn		Huron
458	Rice, Florence		Flandreau
351	Rice, Grace		Faulkton
352	Richardson, Helen		Huron
376	Thomas, Benjamin		Huron
498	Thomas, Blanche		Huron
405	Thomas, Jessie		Huron
455	Tomlinson, Ruth		Huron
379	Ulrich, Carrie		Colman
382	Vandervoort, Bessie		Lake Andes
446	VanSkiver, Eva		Huron
499	Wright, Blanche		Huron
460	Walton, Dorothy		Huron
459	Warren, Leah		Huron
453	Wilson, Ruth		Huron
391	Zuehlke, Martha	(74)	Burch

PIPE ORGAN

352	Richardson, Helen	(1)	Huron

VIOLIN

408	Babbitt, Boyd		Huron
254	Corley, Abigail		Huron
427	Davis, Martha		Huron
266	Flom, Adina		Midland
431	Goodrich, Ruth		Huron
281	Hall, Raymond		Onida
420	Higby, Elise		Lander, Wyoming
310	Kirk, Vera		Huron
465	Koepp, Theodore		Huron
403	Myers, Floyd T		Huron
508	Oviatt, Philip		Huron
424	Richards, Marene	(12)	Huron

CELLO

493	Doyle, Madeleine		Deadwood

369 Snyder, William E.....(2).....Onida

VOICE

413 Allen, Mary.....Osage, Iowa
238 Bartlett, Lynn.....Osage, Iowa
240 Beardsley, Eugenie.....Madison
241 Bell, Jane.....Huron
392 Bell, Mary.....Huron
419 Burnison, Walter.....Alpena
252 Carson, Harriot Iris.....Huron
255 Cornish, Evelyn.....Huron
259 Dalquest, Nellie.....Huron
404 Denning, Lura.....Huron
493 Doyle, Madeleine.....Deadwood
262 Drew, Richard Joseph.....Highmore
494 Else, Gene.....Doland
435 Else, Pearl.....Doland
265 Erwin, John Martin.....Groton
269 Fox, H. J.....Fort Wayne, Ind.
400 Godfrey, Winnifred.....Huron
277 Grant, Marie.....Iroquois
275 Green, Ora.....Eden
401 Herde, Florence.....Hoyt, Kans.
464 Herman, Loy.....De Smet
420 Higby, Elise.....Lander, Wyoming
288 Hundling, Helen Eby.....Huron
301 Kee, W. B.....Ripley, Tenn.
396 Keiser, Emma.....Huron
302 Kemerer, Ivy.....Huron
306 Kinkead, Beryl.....Huron
315 Lohman, Frances.....Volga
316 Ludwig, Casimir Bowman.....Whitewood
410 Malone, Lucy.....Huron
418 Mateer, Stanley.....Huron
324 Miner, Ruth.....Cavour
402 Morse, Reed.....Huron
328 McKay, Jessie.....Huron
333 Noggle, Julia.....Sioux Falls
467 Pasek, Ida Belle.....Huron
345 Pinch, Margaret.....Huron
506 Reese, Zella.....Huron
351 Rice, Florence.....Flandreau
362 Shaw, Florence.....Huron
438 Sparks, Vesta.....Huron
376 Thomas, Benjamin.....Huron

498 Thomas, Blanche.....Huron
378 Tompkins, Bird.....Huron
390 Wurfel, Minnie.....Huron
391 Zuehlke, Martha.....(46).....Burch

HARMONY AND THEORY

413 Allen, Mary.....Osage, Iowa
252 Carson, Harriot.....Huron
435 Else, Pearl.....Doland
400 Godfrey, Winnifred.....Huron
275 Green, Ora.....Eden
281 Hall, Raymond.....Onida
401 Herde, Florence.....Hoyt, Kans.
301 Kee, W. B.....Ripley, Tenn.
315 Lohman, Frances.....Volga
501 Meyers, Gertrude.....Huron
324 Miner, Ruth.....Cavour
329 McVey, Eleanor.....Huron
332 Newton, Birdice.....Mellette
458 Rice, Florence.....Flandreau
498 Thomas, Blanche.....Huron
391 Zuelhke, Martha.....(16).....Burch

EAR TRAINING AND MUSICAL HISTORY

252 Carson, Harriot.....Huron
435 Else, Pearl.....Doland
301 Kee, W. B.....Ripley, Tenn.
402 Morse, Reed.....Huron
328 McKay, Jessie.....Huron
329 McVey, Eleanor.....Huron
332 Newton, Birdice.....Mellette
458 Rice, Florence.....Flandreau
391 Zuehlke, Martha.....(9).....Burch

SUPERVISORS WORK

419 Burnison, Walter.....Alpena
255 Cornish, Evelyn.....Huron
262 Drew, Richard Joseph.....Highmore
269 Fox, H. J.....Fort Wayne, Ind.
277 Grant, Marie.....Iroquois
314 Lloyd, Bryan.....Huron
315 Lohman, Frances.....Volga
417 Mateer, Harry Stewart.....Huron
418 Mateer, Stanley Gilbert.....Huron
458 Rice, Florence.....Flandreau
378 Tompkins, Bird.....(11).....Huron

DRAMATIC ART AND PUBLIC SPEAKING

440	Alley, Electa	Huron
242	Benthin, Walter Otto	Huron
426	Borge, Hannah	Hudson, Wis.
492	Brady, Jean	Huron
251	Camp, Mae Lucinda	Huron
493	Doyle, Madeleine	Deadwood
263	Dunlevy, May	Huron
265	Erwin, John Martin	Groton
463	Fuller, Charles R	Cavour
282	Hanna, Hazel	Carpenter
496	Hayden, Margaret	Huron
401	Herde, Florence	Hoyt, Kans.
420	Higby, Elise	Lander, Wyoming
457	Huefner, George F	Huron
428	Johnson, Mollie	Huron
298	Johnston, Ray	Huron
421	Kelley, Mary	Huron
422	Kelley, Katherine	Huron
307	Kinkead, Ethel A.	Huron
429	Laughlin, Edith	Huron
317	Lundberg, Charles Joseph	Alcester
323	Meigs, Leslie	Huron
402	Morse, Reed	Huron
441	Murphy, Clare	Huron
442	Murphy, Emmet	Huron
423	Murphy, Nellie L	Huron
443	McKay, Neil	Huron
451	Peterson, W. Albert	Huron
448	Pinch, Ruth	Huron
449	Roberts, Grace	Huron
355	Saathoff, Weert Harry	Soronto, Ill.
498	Thomas, Blanche	Huron
452	Tollefson, Maude A	Elkpoint
388	Woods, Helen S (34)	Chicago, Ill.

1911 SUMMER SCHOOL

No.	Name	County	Post Office
1	Ackerman, Hazel	Beadle	Huron
2	Adair, Gladys A	Hyde	Holabird
221	Adams, James	Beadle	Huron
3	Addison, Maude	Beadle	Huron
4	Alley, Electa	Beadle	Huron

No.	Name	County	Post Office
202	Alley, Floyd	Beadle	Huron
5	Alley, Laura Kathryn	Faulk	Orient
6	Alley, Lola M.	Beadle	Huron
189	Andrews, Ethel E.	Beadle	Huron
7	Arends, Pearl	Hand	St. Lawrence
179	Babbitt, Hortense	Beadle	Huron
228	Bandy, Vergie	Beadle	Huron
8	Bane, Mae	Brookings	Aurora
227	Barnes, Mrs. G. C.	Kingsbury	Iroquois
165	Barton, Edith J.	Kingsbury	Esmond
9	Beach, Dorothy	Beadle	Huron
10	Beaver, Loretta	Tripp	Komer
180	Bennett, Athena	Hutchinson	Milltown
190	Benthin, Paul	Beadle	Huron
11	Birkland, Nettie	Lincoln	Beresford
205	Blake, Laura	Hughes	Arnott
191	Blake, Marion	Beadle	Huron
201	Blakely, Mary Esther	Brookings	Brookings
12	Bloomenrader, Laura J.	Hughes	Blunt
13	Borden, Leah Faye	Hughes	Blunt
14	Boyd, Julia	Kingsbury	Hetland
15	Brady, Effie E.	Ralls	New London, Mo.
16	Brimmer, Vera	Beadle	Huron
17	Brown, Mary E.	Beadle	Huron
224	Browne, Ella Dunlevy	Kingsbury	Bancroft
18	Bruce, Elsie	Beadle	Huron
19	Brusso, Nellie	Beadle	Huron
20	Burge, Myrtle L.	Spink	Conde
21	Conner, Alice	Stanley	Carlin
22	Conner, Emma	Stanley	Carlin
23	Coyle, Bertha	Beadle	Carpenter
24	Craig, Olive May	Beadle	Cavour
152	Culver, Laura A.	Beadle	Cavour
25	Dalquest, Nellie	Beadle	Huron
26	Degnisne, T. N.	Hutchinson	Parkston
27	De Vaney, Julia	Minnehaha	Dell Rapids
192	Dolan, Mary	Beadle	Huron
193	Dukes, Charles T.	Beadle	Huron
153	Dunlevy, Ellen Leah	Stanley	Philip
28	Dustin, Lucile Frances	Stanley	Kadoka
166	Ebert, Florence	Beadle	Huron
29	Ebert, Mabel	Beadle	Huron
30	Edenburn, Louise	Hand	Ree Heights
210	Edgar, E. H.	Beadle	Huron
31	Eke, Ereka J.	Hughes	Blunt

No.	Name	County	Post Office
32	Elsing, Pauline	Spink	Mansfield
216	Fenner, Chester	Kingsbury	Esmond
33	Finnegan, Anna	Stanley	Ottumwa
34	Fisk, Roy E.	Beadle	Huron
181	Fitch, Edna B.	Davison	Mt. Vernon
35	Forcht, M. Belle	Hamlin	Hazel
36	Forcht, Myrtle	Hamlin	Hazel
37	Foulon, L. Belle	Stanley	Wendte
38	Gainor, Kathryn	Union	Elkpoint
39	Giles, J. Barry	Beadle	Cavour
182	Godfrey, Winnifred	Beadle	Huron
40	Gray, G. W.	Redwood	Redwood Falls, Minn.
41	Greenwood, Lulu	Moody	Elkton
206	Groseclose, Mae	Sully	Okobojo
42	Grover, Hattie	Hand	Wessington
194	Halberg, Amanda C.	Stearns	Kimball, Minn.
43	Hannum, Grace	Hand	St. Lawrence
167	Hanson, Clara N.	Day	Bristol
44	Hanson, Josephine	Faulk	Tennis
195	Harding, Chas. J.	Brookings	Brookings
45	Haug, Hilma	Clark	Willow Lake
46	Heidenreich, Emma	Spink	Mansfield
47	Heitland, Kate	Beadle	Wolsey
48	Hendrickson, Sophia	Clark	Vienna
49	Heying, Marie A.	Sioux	Hospers, Ia.
154	Hill, Mable C.	Beadle	Huron
50	Hill, Mary	Beadle	Wessington
51	Hixson, Sarah	Beadle	Huron
196	Hogan, Maude	Beadle	Huron
52	Holmberg, Gladys.	Beadle	Huron
155	Holmberg, Magdalene	Beadle	Huron
225	Hoover, Mrs. Anna B.	Kingsbury	Bancroft
203	Houck, Margaret	Beadle	Broadland
53	Hundling, Helen Eby	Beadle	Huron
54	Ingersoll, R. Ruth	Beadle	Wolsey
218	Jackson, Thisba	Hardin	Iowa Falls, Ia.
222	Jarman, Pearl	Miner	Canova
55	Jarvis, Zella	Codington	South Shore
56	Johnson, Marie	Dodge	Kasson, Minn.
57	Johnston, Ethel	Beadle	Huron
168	Johnston, Ray U.	Beadle	Huron
58	Jones, Jennie	Beadle	Huron
207	Keller, Florence	Kingsbury	Iroquois
59	Kemerer, Ivy	Beadle	Huron
169	Kester, Nellie	Beadle	Huron

No.	Name	County	Post Office
60	Kinkead, Beryl	Beadle	Huron
61	Kirk, Vera Vey	Beadle	Huron
62	Kleppe, J. O.	Fayette	West Union, Ia.
219	Kline, Clarice E.	Jerauld	Alpena
215	Kline, Helen H.	Jerauld	Alpena
64	Knudson, Knud Oliver	Campbell	Pollock
63	Krumvieda, Inez	Kingsbury	De Smet
65	Larson, Alma	Turner	Viborg
197	Larson, Clara E.	Kingsbury	Arlington
66	Lattstrom, Elsie	Beadle	Huron
183	Lemon, Wm. P.	Beadle	Huron
67	Leslie, Helen M.	Beadle	Huron
68	Little, Theodore	Redwood	Redwood Falls, Minn.
69	Lloyd, Helen R.	Beadle	Huron
70	Loftus, Irene	Beadle	Huron
71	Loomis, Iva M.	Hennepin	Minneapolis, Minn.
72	Loomis, Nella	Hennepin	Minneapolis, Minn.
187	Lowery, Louessa	Jerauld	Alpena
73	Mack, Bertha	Beadle	Cavour
74	Maddox, Emma	Spink	Ashton
75	Madison, Carrie Christine	Kingsbury	Manchester
76	Madsen, A. Johanna	Spink	Carpenter
77	Maher, Elizabeth	Union	Alcester
78	Marsh, Carrie M.	Codington	South Shore
79	Martin, Cora M.	Kingsbury	Iroquois
211	Martin, Nellie M.	Kingsbury	Iroquois
170	Meis, Lillian	Brule	Kimball
80	Moe, Alice	Day	Pierpont
81	Morse, N. Belle	Clay	Vermillion
82	Moyle, John	Beadle	Huron
171	Muraine, Mary C.	Beadle	Huron
184	Musser, Lela E.	Pennington	Deerfield
156	McCracken, W. H.	Beadle	Huron
208	McDeid, Ada	Kingsbury	Iroquois
198	McEwen, Mildred	Beadle	Huron
83	McFarling, Nellie	Beadle	Wolsey
84	McGill, Gertrude	Knox	Verdel, Nebr.
85	McGill, Regina J.	Hamlin	Bryant
86	McGovern, Blanche	Aurora	Plankinton
87	McKay, Catherine	Beadle	Huron
88	McKay, Jessie	Beadle	Huron
89	McNulty, Chester H.	Crawford	Cochranton, Pa.
209	McVey, Eleanor	Beadle	Huron
90	Nepodal, Marie M.	Brule	Academy
91	Neucome, Lucy	Beadle	Yale

No.	Name	County	Post Office
157	Norling, Mary	Clark	Garden City
92	Norris, Paul	Meade	Haydraw
93	Olson, Hilda	Beadle	Huron
94	Osborn, Bernice	Beadle	Huron
95	Page, Anna	Hanson	Fulton
96	Parke, Elsie	Lincoln	Beresford
158	Peek, Hazel	Beadle	Huron
172	Peterson, Anna M	Stanley	Midland
97	Pickering, Mildred	Beadle	Wolsey
98	Piehl, Martha M	Beadle	Huron
99	Pierce, Addie	Spink	Tulare
100	Pierce, May	Spink	Tulare
101	Poppens, Peter H	Lincoln	Tea
102	Priest, Belva	Meade	Dalzell
103	Priest, Ethel	Meade	Dalzell
104	Purves, Elizabeth	Lyon	Tracy, Minn.
105	Pyle, Gladys	Beadle	Huron
106	Reese, Zella	Beadle	Huron
223	Remde, Frank A	Brown	Mansfield
107	Resler, Joanna	Beadle	Wessington
159	Reynolds, Callie	Genesee	Bergen, N. Y.
185	Rhoads, Agnes	Sanborn	Forestburg
108	Richart, Anna	Beadle	Wessington
109	Riggle, Lottie M	Hughes	Blunt
110	Riggle, Ruby W	Hughes	Blunt
111	Romine, Edith	Hughes	Blunt
112	Roos, Helen R	Spink	Tulare
113	Rosencrance, Jedson I	Lyman	Oacoma
114	Rush, Laura	Kingsbury	Osceola
115	Saathoff, W. H		Sorento, Ill.
160	Sankey, Georgia	Beadle	Huron
199	Sargent, Carrie M	Beadle	Esmond
212	Sargent, Ina B	Kingsbury	Esmond
204	Schnetzer, Esther	Beadle	Huron
161	Schnittger, Frieda	Spink	Mansfield
116	Schultz, Walter F	Beadle	Cavour
117	Schulze, Emily A. C	Beadle	Wolsey
118	Scotchbrook, Frances	Beadle	Wessington
217	Senter, Geo. D	Lake	Winfred
119	Shankland, Elva	Jerauld	Alpena
173	Sharpe, Elizabeth E	Beadle	Huron
120	Shearer, Myrtle	Kingsbury	De Smet
121	Shunk, Reynold		Anselm, N. Dak.
174	Silfven, Lydia	Lawrence	Deadwood
213	Six, Mayme	Clark	Vienna

No.	Name	County	Post Office
122	Skinner, Nettie E.	Sully	Onida
220	Smalley, Delia Dukes	Beadle	Huron
163	Snyder, Edna	Beadle	Huron
162	Sohn, Elnora	Beadle	Huron
123	Sommer, Lucy	Sully	Okobojo
124	Sorkilmo, Julia	Minnehaha	Dell Rapids
125	Sorkilmo, Sophie	Minnehaha	Dell Rapids
126	Sparby, Annie	Kingsbury	Hetland
127	Spaulding, Ruth E.	Moody	Flandreau
175	Spencer, Fern	Sully	Fairbank
128	Stephens, Blanche	Kingsbury	Iroquois
129	Stevens, Cassie M.	Stanley	Philip
130	Stevens, Margaret A.	McCook	Canastota
131	Stewart, Gladys E.	McLeod	Winsted, Minn.
132	Stoudt, Ruby	Hand	Bates
133	Templeton, Elva	Hand	Wessington
134	Templeton, Jessie	Hand	Wessington
200	Thompson, Alice I.	Beadle	Wessington
176	Thorpe, Cleata	Beadle	Huron
186	Todnem, Laura	Davison	Mitchell
135	Turner, Josephine	McCook	Salem
177	Van Delinder, Ada	Beadle	Hitchcock
136	Vogt, Clara	McCook	Bridgewater
137	Walker, Eugenie	Minnehaha	Dell Rapids
178	Walsten, Amanda	Codington	Henry
164	Wardle, Nellie	Clark	Carpenter
138	Weber, Millicent	Bowman	Graceville, N. Dak.
139	Welch, Leah	Hughes	Blunt
140	Wellington, Isadore	Beadle	Wolsey
141	Westwood, Phebe	Beadle	Huron
142	Whalen, Lottie M.	Kingsbury	De Smet
143	Williams, Ida	Kingsbury	Lake Preston
144	Williams, Lillian	Minnehaha	Dell Rapids
145	Wilson, Rosalie	Woodbury	Sioux City, Ia.
146	Winjum, Amy	Clark	Willow Lake
147	Winsell, Anna May	Hand	Miller
148	Winsell, Helen M.	Hand	Miller
188	Wurfel, Minnie	Beadle	Huron
149	Wright, M. Blanche	Beadle	Huron
226	Wright, Earl	Kingsbury	Iroquois
214	Zschomler, Augusta	Clark	Willow Lake
150	Zuehlke, Martha	Marshall	Burch
151	Zuehlke, Wanda	Marshall	Burch

NOTE—Teachers of Beadle county who were in for Institute only are not included in the above list.

SUMMARY for 1911-1912

COLLEGE:

Seniors	15	
Juniors	8	
Sophomores	16	
Freshmen	35	74

ACADEMY:

Fourth Year	11	
Third Year	17	
Second Year	13	
First Year	23	64

NORMAL:

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS:

Commercial	36	
Shorthand	38	
Commercial-Academic	18	92

MUSIC:

Piano and Pipe Organ	75	
Violin and other Stringed Instruments	14	
Voice	46	
Theory, Harmony, Ear Training, Musical History	25	
Supervisors' Work	11	
Less Duplicates	58	113

ELOCUTION: 34

Grand Total		377
Less Duplicates		90
Net Enrollment Sept. 1911, to June, 1912		287

SUMMER SCHOOL OF 1911:

Total Registrations	228	
Less duplicates counted in preceding departments	31	197
NET TOTAL for the year		484

Summary of Student Registrations for Fourteen Years

DEPARTMENTS	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-0	1910-1	1911-2
College	4	8	10	12	16	15	24	30	24	40	54	47	69	74
Academy	38	42	53	44	57	56	48	38	44	90	93	91	78	64
Normal	23	29	17	42	41	49	34	40	34	34	22	18	*	*
Business	41	39	42	57	75	59	66	73	56	85	102	115	98	92
Music	42	42	37	44	46	69	54	54	71	102	105	72	179	113
Art							19	10					23	
Elocution			63	37		12		7			25	11	19	34
Night School				14										
Summer School				67	72	64	72	100	88	138	152	160	185	197
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	90
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484

* All Normal students are classified with their respective classes in the Academy and the College Departments.

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HURON COLLEGE

ANNUAL CATALOGUE
JUNE · 1913

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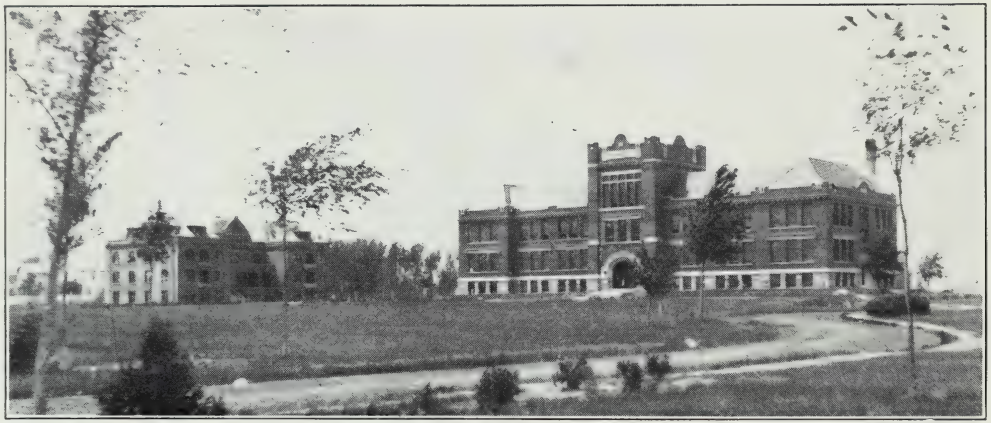
ANNOUNCEMENTS
FOR 1913-1914

HURON · SOUTH DAKOTA



THE ELIZABETH R. VORHEES DORMITORY

THE RALPH VORHEES HALL

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XIII—NO. 1 HURON, SOUTH DAKOTA JUNE 1, 1913

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ANNUAL CATALOGUE EDITION

JUNE 1913

Announcements for 1913-1914

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE, AND TO PUBLISH MATTERS of INTEREST IN CONNECTION with THE INSTITUTION

CALENDAR FOR 1913-1914

FIRST SEMESTER

Monday, September 15, 9 a. m. to Wednesday, September 17, 2 p.m. ..... *Registration of Students*

Wednesday, September 17, 2 p. m ..... *Opening Exercises*

Thursday, November 27 ..... *Thanksgiving Day Recess*

Saturday, December 20, to Tuesday, January 6, inclusive ..... *Holiday Recess*

Saturday, January 31 ..... *End of First Semester*

SECOND SEMESTER

Tuesday, February 3 ..... *Beginning of Second Semester*

Friday, February 6 ..... *The F. H. Kent Orations due*

Thursday, February 12 ..... *Day of Prayer for Colleges*

Sunday, February 22 ..... *Washington's Birthday*

Friday, March 13 ..... *The F. H. Kent Oratorical Contest*

Saturday, May 30 ..... *Memorial Day Recess*

Sunday, June 7 ..... *The Baccalaureate Sermon*

Sunday, June 7 ..... *The Y. M. C. A. Address*

Monday, June 8, 8:30 p. m ..... *Recital, Music Department*

Tuesday, June 9, 8:30 p. m ..... *Senior Class Play*

Wednesday, June 10, 2:30 p. m ..... *Meeting of the Trustees*

Wednesday, June 10, 4 p. m .... *The Thomas Maynard Declamation Contest*

Wednesday, June 10, 8:30 p. m .....
..... *Commencement, Academy and Commercial Departments*

Thursday, June 11, 10:30 a. m ..... *College Commencement*

Thursday, June 11, 8 p. m ..... *President's Reception*

SUMMER SCHOOL—1914

Tuesday, June 16, 10 a. m ..... *Term Begins*

Saturday, July 25 ..... *Term Ends*

COLLEGE CALENDAR

1913 1914 1914

September

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	....	....	....	....
....	....	....	....	....	....	....

October

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	....
....	....	....	....	....	....	....

November

S	M	T	W	T	F	S
....	....	....	....	....	....	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	....	....	....	....	....	....

December

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	....	....	....
....	....	....	....	....	....	....

January

S	M	T	W	T	F	S
....	....	....	....	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
....	....	....	....	....	....	....

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
....	....	....	....	....	....	....
....	....	....	....	....	....	....

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	....	....	....	....
....	....	....	....	....	....	....

April

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	....	....
....	....	....	....	....	....	....

May

S	M	T	W	T	F	S
....	....	....	....	....	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	....	....	....	....	....	....

June

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	....	....	....	....
....	....	....	....	....	....	....

July

S	M	T	W	T	F	S
....	....	....	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	....
....	....	....	....	....	....	....

August

S	M	T	W	T	F	S
....	....	....	....	....	....	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	....	....	....	....	....

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Latin

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.....
Biology

.....
Coach in Athletics

*On leave of absence, 1913-1914.

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Director
Piano, Pipe Organ

MRS. ERNEST D. EDE
Piano, Normal Training

CORA A. BALL
Voice

MAUDE TOLLEFSON
Violin, Orchestra
Harmony, Theory, Musical History

BUSINESS COLLEGE

JOHNSTON M. NEILL, M. Accts.,
Principal

NETTIE O. LONDON
Shorthand, Typewriting

KARL FROMM, M. Accts.,
Penmanship, Assistant in Commercial Subjects

ALVA E. TAYLOR
Lecturer on Commercial Law

ADMINISTRATIVE OFFICERS

CALVIN H. FRENCH
President

HARRY MOREHOUSE GAGE
Dean

CHARLES E. CORBIN
Registrar

.....
Secretary of the Faculty

JOHN I. PASEK
Office Secretary and Treasurer

FLORENCE B. BRUCE
Office Assistant and Stenographer

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

FACULTY—(*Continued*)

STANDING COMMITTEES OF THE FACULTY

Administration—President French, Dean Gage, Professors Hochstetler, Bowen, Miss Ball.

Bible Study—Professors Hoyt, Notestein, Dean Gage.

Student Publications—Professors Jones, Bowen, Miss Carson, Mr. Hunt.

Library, Literary Work, Rhetoricals—Professors Notestein, Jones, Hoyt, Miss Reid, Miss McIntire.

Athletics, Gymnasium—Professors Hochstetler, Neil, Davidson, Ulrich.

Entrance, Courses—Dean Gage, Professors Corbin, Ulrich.

Public Entertainments and Social Functions—Professor Bowen, Miss Ball, Miss Reid.

Scholarship and Student Aid—President French, Dean Gage.

College Absences—Dean Gage, Professors Hochstetler, Corbin, Miss Ball.

HURON COLLEGE

GENERAL INFORMATION

Historical Statement—The College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Finley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on condition that the total endowment should be made $500,000. On November 11, 1911, the half million dollar subscription was completed. About $408,000 has already been collected and invested in farm mortgages.

The City of Huron—Huron is located almost exactly at the center of the eastern half of the state. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east, and west from Huron, giving easy access to every part of the state . One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

The town has grown rapidly during the past few years. It offers many advantages as a college community.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers all the affairs of the school. They meet statedly twice a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations

and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time, making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amount for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

BUILDINGS AND GROUNDS

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowatt, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library contains over seven thousand five hundred well selected volumes besides a large number of government publications. Among the latter are many valuable Smithsonian Reports and other special publications. The library also has a very large number of unbound periodicals. The private library of Dr. Blackburn, the former president of the College, was secured for the institution after Dr. Blackburn's death. It forms a valuable part of the collection. It is especially strong in History and English.

The two northeast rooms on the main floor of the Ralph Voorhees Hall have been set apart for the use of the library. They are large and well lighted and admirably adapted to this purpose. The larger room is used as a reading room. The leading periodicals and a number of daily and weekly papers are on file in this room.

During the past four years under the direction of Miss McIntire, a complete catalogue of the library has been made, rendering all of the books in the collection readily accessible.

During the past year the total number of volumes added to the library has been 416. The largest single accession was from the library of the late Rev. John McClelland Holmes, D. D., of Poughkeepsie, New York. In addition to a very valuable gift of bound periodicals received last year the College has since received from this library 150 volumes including History, Philosophy, Theology, and miscellaneous subjects. Some necessary volumes have also been purchased by the College. Mr. and Mrs. A. H. Olwin, of Aberdeen, South Dakota, continue their annual gift towards the support of the Library, the money being used this year for the purchase of needed books in English. Rev. J. S. Butt, of Groton, South Dakota, has also given twelve volumes and the Freshman English class has contributed seven volumes.

An adequate endowment for the Library is most urgently needed. The beginning of such an endowment has already been made by Mr. and Mrs. A. H. Olwin in the gift of one thousand dollars as their part of the half million dollar endowment subscription. Additional gifts for this purpose are earnestly desired.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is furnished with specially made oak tables, each student's place being provided with gas and electricity. There is sufficient apparatus to illustrate all the important principles of Physics, and more will be added as the funds of the College will permit.

Biology—Much advanced work has been done in this department during the past year. Some new equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms in the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage and by means of the freight elevator pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs. There are also five rooms fitted up in the south end of the main building for the use of this department.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gynmasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish wood work here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

The College Press—During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done including the weekly student paper, the College Bulletin, many blanks and much miscellaneous printing.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every Sunday afternoon, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

During the past three years the Association expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of The Ralph Voorhees Hall. The use of this room during each year has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A high grade lecture course is managed by the Association each year. A creditable representation has gone each year both to the Cascade Conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Literary Societies—The literary societies offer opportunities for the students to participate in public speaking, the writing of papers, and all the usual literary exercises, including occasional dramatic performances. A member of the Faculty acts as a critic for each society, and a friendly rivalry maintains the interest and stimulates vigorous effort on the part of the societies.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Oratory—Training in Oratory is of the greatest possible importance. Wisdom without the ability to give it clear, convincing, and persuasive utterance is of little value save to him who has it.

In addition to the voluntary work done by individual students in preparation for local and state contests regular courses of instruction in Oratory are offered. Attention is called to these courses as they are described on a later page.

Two prizes are offered annually in local contests in Oratory held under the direction of the Instructor and the Students Association.

The F. H. Kent prize of $25 is given annually by the friend whose name this contest bears. This prize is awarded to the winner of first place in

the contest. In addition the Students Association also offers a prize of $15 to the winner of second place and a prize of $5 to the winner of third place in the contest and gold and silver medals respectively to the winners of first and second places.

Mr. Charles E. De Land, of Pierre, South Dakota, during the past year gave $500 as the endowment of a prize medal to be known as the De Land Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest. This contest promises to become an exceedingly valuable and interesting college event.

Debate—As a college discipline debate is comparable with Oratory. For many it may easily be of greater importance. He who can state and defend his own argument has the greatest possible advantage over an inarticulate opponent. The College therefore strives to give the best possible training to students in this field.

Mr. Hunt will be in charge of this work during the coming year and will offer regular courses in Debate and Argumentation. These courses are described on a later page. Intercollegiate debates are held from time to time and every possible opportunity is given for the development of the student's powers in this direction.

College Paper—During 1909-10 the name of the College paper was changed from "Purple and Gold" to "The Huron Alphomega," and it has been since published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered by the friend whose name it bears to the winner of the home contest in oratory.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs' Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Charles E. De Land Prize Medal in Oratory. This medal is awarded annually as described under the head of Oratory in a previous paragraph.

The 1913 Class Prize in Debate. The college class of 1913 has established an annual prize of ten dollars for the best individual work in Debate. The conditions of the contest are to be prescribed by the Department of Debate and Oratory.

SCHOLARSHIPS

A certain amount of scholarship aid should be available for deserving students. Five friends of the College have already established scholarships as follows:

The Horace B. Silliman Scholarships, five in number, have been established by the Hon. Horace B. Silliman, LL.D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships are to be awarded to deserving young men by vote of the Faculty.

The J. Calvin Ely Scholarship is endowed by a gift of $500 from Rev. J. Calvin Ely, D. D., of Morgantown, W. Va. In the awarding of this scholarship, preference is to be given to young men studying for the Christian ministry.

The Louis K. McClymonds Scholarships are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four year courses and they must be prepared to meet the requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School.

The George W. Abell Scholarship was established during the past year and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

BEQUESTS

A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.....
....."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

SUMMER SCHOOL

Teachers, more than almost any other class of workers, need to do advanced work continually if they would "keep up with the times." During the past twelve years a summer school of six weeks has been managed by the Faculty of the College in conjunction with the County Superintendent. The summer term begins immediately after the College commencement and continues six weeks. The work is arranged with special reference to the needs of teachers in the public schools who can not spare time to attend school during the regular school months. Credit is given on the regular College or Academy Courses for work in summer school.

EXPENSES

TUITION

Regular Tuition—In the College, tuition is $50 per year, $25 payable each semester. This includes the usual incidental and library fees which amount to from $5 to $10 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in granting of the free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.
2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.
3. These scholarships can not be transferred.
4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition including incidental fees for one year.
5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.
6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges who for the present year is Dr. Samuel H. Weir, of Mitchell. All requests and correspondence with regard to scholarships should be addressed to him.
7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Half Tuition—Ministers' children, or students preparing for the ministry, will, if it is desired, be given a reduction of one-half on tuition in the College or Academy courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $2.50 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy

and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT AND LIGHT

Rooms in Voorhees Dormitory—Young women may obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Young women who desire to do so may obtain board and room in private families, but only at such places as are approved by the Faculty. Those desiring to room outside the Dormitory should make arrangements with the President or the Dean of Women before engaging rooms.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $4.50 per week. Furnished rooms, without board and fuel, including laundry for bed and toilet, cost from 75 cents to $1.25 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will

be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students Association Fee—Each student shall pay to the treasurer of the College, a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises. The primary music students may be excused from paying this fee if they so desire. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of this fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contest; and (3) to all athletic games and contests of the College, not including the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$5.00 per semester
Inorganic Chemistry	6.00 per semester
Organic Chemistry	7.50 per semester
Physics	2.50 per semester
Botany	1.00 per semester
Biology	3.00 per semester
Zoology	3.00 per semester
Anatomy	6.00 per semester
Embryology	6.00 per semester
Histology	6.00 per semester
Human Physiology	3.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees.....$5.00
For diplomas from other departments..... 3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past three years board has been $2.50 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$25.00	$25.00	$50.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.50 per week, 36 weeks			90.00
Laundry, about			10.00
Books, from $5 to $12			9.00
Students Association Fee			5.00
Total			$200.00

Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00

Music—Piano, Violin, or Voice:—

One lesson per week.....$24.00 per semester.
Two lessons per week.....$36.00 per semester.

Note:—For further information about the fees in the special departments, see the accounts on pages 60 and 66.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents should write to the President or the Treasurer concerning arrangements.

GENERAL REQUIREMENTS

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work and, by continued failure, wastes his own time and that of his instructors, or, if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend chapel exercises unless excused by the Faculty.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Students not in the Dormitory—Students rooming in town are expected to conduct themselves in a self-respecting manner. Any lapse from such conduct will be dealt with by the Faculty. All the young women away from home, whether rooming in the dormitory or in town, are under the supervision of the Dean of Women and responsible to her for their general conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Residence Work—At least one semester of work in residence shall be required for all students graduated from the College and the Academy.

Regular Classification—All candidates for graduation shall be required to classify without condition at the beginning of the second semester during their senior year.

Student Organizations—Before any student organization is completed, its constitution and by-laws shall be submitted to the Faculty for approval.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subject completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

REQUIREMENTS FOR ADMISSION

Academy—The completion of grammar grade work, including all the common branches.

College—Graduates of the Academy department are admitted to the Freshman Class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class without conditions, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Applicants who lack not more than two of the fifteen units required may be admitted as Freshmen with conditions. Such conditions must be removed before Junior ranking is given.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended. No student shall be admitted as a candidate for the bachelor's degree after the beginning of the first semester of the Senior year.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter. Later, by meeting all requirements for entrance to the Freshman class and for graduation, they may become candidates for a degree.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Ten Units.**

English	counting	3 units
Algebra	"	1½ "
Geometry	"	1 "
Science	"	1 "
History	"	1½ "
Foreign Language	"	2 "

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. **Elective Subjects, Five Units from the following list—no more than two in any one subject.**

English (advanced)	counting	1 unit
Algebra (advanced)	"	½ "
Solid Geometry	"	½ "
Ancient History	"	1 "
Medieval and Modern History	"	1 "
English History	"	½ "
American History and Civics	"	1 "
General History	"	1 "
Latin (elementary)	"	2 "
Cicero and composition	"	1 "

Virgil	counting 1	unit
Greek (elementary) and composition	" 1	"
Homer	" 1	"
German (elementary)	" 2	"
German (advanced)	" 1	"
Physics	" 1	"
Chemistry	" 1	"
Botany	" ½	"
Zoology	" ½	"
Physiology	" ½	"
Physical Geography	" ½	"
Agriculture	" ½	"

DESCRIPTION OF ENTRANCE COURSES

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE, STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style, (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges, (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

The following list is recommended for college entrance requirements in English:

For the First Year of Academy or High School: 1. Simpler Poems of Browning; 2. Coleridge's Rime of the Ancient Mariner; 3. Cooper's The Last of the Mohicans; 4. Dickens's A Christmas Carol; 5. Dickens's The Cricket on the Hearth; 6. Hale's The Man Without a Country; 7. Irving's Sketch Book (selections); 8. Longfellow's The Courtship of Miles Standish; 9. Lowell's The Vision of Sir Launfal; 10. Lyell's Travels in North America; 11. Poe's The Raven (and other poems); 12. Scott's Ivanhoe; 13. Scott's The Lady of the Lake; 14. Scott's The Lay of the Last Minstrel; 15. Shakespeare's As You Like It; 16. Stevenson's Inland Voyage and Travels with a Donkey; 17. Stevenson's Treasure Island; 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from The Spectator; the Sir Roger de Coverley Papers, etc.; 2. American Public Addresses (simpler examples of American Oratory) 3. Bryant's Thanatopsis (and other poems); 4. Bunyan's Pilgrim's Progress; 5. Burns's The Cotter's Saturday Night (and other simple poems); 6. Byron's Mazeppa (and other poems); 7. Dickens's A Tale of Two Cities; 8. George Eliot's Silas Marner; 9. Early English Ballads (Sir Patrick Spens, Cherry Chase, etc.); 10. Goldsmith's The Deserted Village (and other poems); 11. Goldsmith's The Traveler (and other poems); 12. Goldsmith's The Vicar of Wakefield; 13. Gray's Elegy in a Country Churchyard; 14. Hawthorne's The House of the Seven Gables; 15. Irving's The Tales of a Traveler (selections); 16. Lamb's The Essays of Elia (selections); 17. Lincoln's Speeches (selections); 18. Macaulay's Lays of

Ancient Rome; 19. Parkman's The Oregon Trail; 20.Poe's The Gold Bug (and other tales); 21.Pope's The Iliad (selected books); 22.Scott's Kenilworth; 23. Scott's Marmion; 24. Scott's The Talisman; 25. Shakespeare's A Midsummer Night's Dream; 26. Shakespeare's The Merchant of Venice; 27. Shakespeare's Much Ado About Nothing; 28. Shakespeare's Romeo and Juliet; 29. Shakespeare's The Tempest; 30.Shakespeare's Twelfth Night; 31. Southey's The Life of Nelson.

For the Third Year of Academy or High School: 1. Arnold's Poems (selections); 2. Arnold's Sohrab and Rustum; 3.Bacon's Essays (selections); 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work); 5. Browning's (Elizabeth Barrett) Poems (selections); 6. Byron's Childe Harold's Pilgrimage, Cantos I and II; 7. Chaucer's Prologue to the Canterbury Tales; 8. Chaucer's Knight's Tale; 9. Chaucer's Nun Priest's Tale; 10. Chaucer's Squiere's Tale; 11.Chesterfield's Letters (selections); 12. Cowper's The Task, Bks. I and II; 13. Curtis's The Public Duty of Educated Men; 14; Defoe's The Journal of the Plague; 15. De Quincey's Joan of Arc and The English Mail Coach; 16. De Quincey's The Flight of a Tartar Tribe; 17. Dryden's Alexander's Feast (and other poems); 18. Dryden's Palamon and Arcite; 19. Emerson's Essays (selections); 20. Emerson's Nature; 21. Franklin's Autobiography; 22. Goldsmith's She Stoops to Conquer; 23. Goldsmith's The Good-Natured Man; 24. Holmes's Poems (selections); 25. Irving's The Alhambra (selections); 26. Irving's The Life of Goldsmith; 27. Job; 28. Keats's The Eve of St. Agnes (and other poems); 29. Lamb's Essays of Elia (selections); 30. Pope's The Rape of the Lock and Epistle to Arbuthnot; .31. Ruskin (selections from works); 32. Ruskin's Sesame and Lilies; 33. Shakespeare's King Henry IV, Pt. I; 34. Shakespeare's King Henry V; 35. Shakespeare's King John; 36. Shakespeare's Julius Caesar; 37. Shakespeare's Othello; 38. Shelley's Poems (selections); 39. Spenser's The Faerie Queene, Bk. I; 40. Tennyson's Enoch Arden, The Palace of Art, and other poems; 41. Tennyson's The Idylls of the King; 42. Tennyson's The Princess; 43. Thackeray's The Roundabout Papers (selections); 44. Thoreau's Walden; 45. Wordsworth's Poems (selections from simpler lyrics); 46. Wordsworth's Michael.

For the Fourth Year of Academy or High School: 1. Arnold's Culture and Anarchy (selections); 2. Burke's Thoughts on the Present Discontents; 3. Burke's Reflections on the French Revolution (selected passages); 4. Burke's Speech on American Taxation; 5. Burke's Speech on Conciliation with the American Colonies; 6. Carlyle's Essay on Burns; 7.Carlyle's Heroes and Hero Worship (selections); 8. Emerson's The American Scholar; 9. Macaulay's Essay on Addison; 10. Macaulay's Essay on Lord Bacon; 11. Macaulay's Essay on Boswell's Life of Johnson; 12. Macaulay's Essay on Byron; 13. Macaulay's Essay on Warren Hastings; 14. Macaulay's Essay on Lord Clive; 15. Macaulay's Essay on Milton; 16. Macaulay's Essay on Samuel Johnson; 17. Milton's Minor Poems; 18. Milton's Paradise Lost, [Bks. I, II]; 19. Milton's Samson Agonistes; 20. Newman's (John Henry) Works (selections); 21. Pope's Essay on Criticism; 22.Shakespeare's King Henry VIII; 23. Shakespeare's Hamlet; 24. Shakespeare's King Lear; 25.Shakespeare's Macbeth;

26. Shakespeare's King Richard III; 27. Shakespeare's The Winter's Tale; 28. Tennyson's In Memoriam; 29. Washington's Farewell Address; 30. Webster's First Bunker Hill Oration; 31. Webster's The Reply to Hayne; 32. Wordsworth's Prelude; 33. Wordsworth's The Excursion, Bk. I.

This list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(**a**) *Algebra,* including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs, (1 unit).

(**b**) *Algebra,* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem, (1-2 unit).

(**c**) *Plane Geometry,* including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle, (1 unit).

(**d**) *Solid Geometry,* including lines, planes, angles, polyhedrons, cylinders, cones, spheres, (1-2 unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History, (1 unit). Medieval and Modern History, from 800 A. D. to the present time, (1 unit). Elementary course in English History, (1-2 unit.) A High School course in American History and Civics will count as 1 unit. Where Ancient, Medieval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition, (2 units). Six orations of Cicero, including four against Catiline; prose composition, (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody, (1 unit).

Greek—Grammar, Anabasis Book I, (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition, (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition, (2 units). An additional credit of one unit may also be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments, (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year, (1 unit).

DEGREES

Bachelors' Degrees—The College grants two degrees: Bachelor of Arts and Bachelor of Science. In requirements for the former, the older and, it is believed, the better traditions are followed in requiring candidates for this degree to submit Greek. Candidates for the Freshman class who come without Greek will be given an opportunity to make up the required amount as a College elective.

Graduates from all other prescribed college courses than the classical course will be given the degree of Bachelor of Science.

Master's Degree—The degree of Master of Arts will be conferred only for work done in residence. At least one year of graduate work will be required of candidates for this degree.

THE COLLEGE

The classical course, leading to the degree of Bachelor of Arts, requires four years of Greek, six years of Latin, and three and one-half years of Mathematics. It requires only such knowledge of the Natural Sciences as will be definitely serviceable to the student who desires the broadest possible culture.

Students who do not desire to study Greek are given an opportunity to direct their courses along any of the several lines of work offered. By following the group system a wasteful scattering of effort will be avoided. The degree of Bachelor of Science will be conferred upon students completing such courses as are here indicated.

FRESHMAN

Required in all courses

1	Bible, one semester	2
11-12	English	4
101-102	Mathematics	4

Additional requirements of candidates for degree of A. B.

51	Latin	4
61	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Science	4

SOPHOMORE

Required in all courses

2	Bible, one semester	2
31	History	4
	Science	4

Additional requirements of candidates for degree of A. B.

52	Latin	4
62	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Electives	4

JUNIOR

Required in all courses

3	Apologetics, one semester	4
131	Psychology	4
141	Economics, one semester	4
	Electives	7

SENIOR

Required in all courses

4	Ethics	3
	Electives	12

EXPLANATION OF COLLEGE COURSES

BIBLICAL HISTORY AND LITERATURE; APOLOGETICS; ETHICS.

The courses in Bible and the allied studies aim to find the fundamental meaning of the Bible story—the message to the individual and to the community from the long course of personal and national training in the Hebrew religious life; to show the relations of this story with the various systems of morals that have gradually come into the form of modern ethical theories; and to trace the approach of these theories towards the cardinal utterances of Christ—the First and Second Great Commandments.

The class room will be furnished with illustrative material and books of reference, maps of all the countries considered, charts, tables and pictures, together with descriptive texts of lands, peoples, and customs, so that an intelligent knowledge can be obtained of the background of Scripture history.

1. The Old Testament. Selected portions will be studied closely; the other parts will be covered by lectures to maintain the explanatory connections with the advancing history: studies in the biography of the leaders in their various services; a comprehensive study of the system of government and the rules of rational living developed among the Hebrews; the course of national development; the causes of disruption and defeat; the dispersion; the Jewish spirit; the elements that survived all the disasters and entered into civilization; the Hebraistic contribution to religion. The poetry and the song of the Hebrews; their drama; prophecy; the penetrative power of the Hebraistic conceptions. This is followed by a concise outline of subsequent Hebrew history. *Required of Freshmen. Second semester. Two hours.*

2. The New Testament. The Messianic relation of the Old Testament with the New; the historical relations of the New Testament with other history; contemporaneous history; the self-revelation of Christ; His divine and human relations; His sympathy with every human life; the elements that made Him the most communicative of all beings; a comparative analysis of His teachings; His conception of the Kingdom of God; the character of the foundation that He laid; the cause of its permanence; the growth of the Kingdom; the perfect adaptation of His message to the advancing conceptions of life in each age. *Required of Sophomores. Second semester. Two hours.*

3. Apologetics. This course will embrace an examination of the historicity of the New Testament and a brief consideration of the grounds of theistic and Christian belief. *Required of Juniors. First semester. Four hours.* Dr. Notestein.

4. (a) Ethics. The history of ethics in theory and practice; the origin of morals; the advance from custom to conviction and choice; the foremost conceptions and explanations; individualism; socialism; Christian ethics. By text-book, lectures, references, discussions, and a thesis. *Required of Seniors. First semester. Three hours.*

4. (b) Ethics. Review of the leading types of modern ethical systems for the selection of fundamental and permanent principles applicable to modern moral issues, both individual and social; comparison of other ideals with the statements of Christ in the expression of His ideal of the Kingdom of God, or ultimate human society; the study of some of the ethical problems present in current experiences; the motive, method and aim of present ethical effort tested by some accepted ideal of ultimate attainment. The work will include discussions, debates on some vital problems, and a thesis. *Required of Seniors. Second semester. Three hours.*

ENGLISH

(a) English Language

11. Rhetoric and Composition—Text. Lectures. Discussions. Written exercises, with especial regard to the fundamental principles of

prose writing, especially the unity, construction, and punctuation of the sentence and the paragraph. *Required of all Freshmen. First semester. Five hours.*

12. **Rhetorical Analysis and Structure of Literary Forms**—An elementary course in the writing and criticism of prose literature. Text. Reports. Discussions. Essays. Collateral library readings. Should be preceded by Course 11. *Required of all Freshmen. Second semester. Three hours.*

13. **Argumentation—Exposition:** theory, study of examples, practice in analysis and writing. **Argumentation:** principles of argumentation, analysis, brief-drawing, and both written and oral debate. A course preparatory to the various contests in debate and oratory, but primarily for the promotion of clear and logical thought and expression. *Open to all students who have completed the Freshman year. Two semesters. One hour.*

14. **The Short-Story**—A course in the theory and practice of the short-story as a fictional form. Lectures upon the development of the type, and upon its structural elements. Writing of short-stories and analysis of representative examples of the form. *Open to students who have had Courses* 11 *and* 12, *and to others in special cases. Second semester. Three hours.*

15. **Oratory**—A course in public address, including the various forms. Study of the two principal types; practice in the analysis and cogent presentation of leading topics. A course leading to the public contests in oratory, but mainly practice in the thorough treatment of vital questions. *Open to Juniors and Seniors. Two semesters. One hour.*

(b) English Literature

17. **Elementary English Literature**—A course in the analysis and criticism of the simpler forms of prose and poetry. Chief stress is laid upon poetry and its principles; but attention is also given to literary prose, especially critical. Lectures upon authors and periods. Library readings, reports, and essays. *Open to students who have had Courses* 11 *and* 12 *or their equivalent. Two semesters. Three hours.*

18. **Shakespeare and the Drama**—Dramatic art; the history and development of the English drama; Shakespeare and the growth of his art; representative plays from each period of this growth. Special study of Richard III, King Lear, and The Tempest. *Open to all students who have completed the Sophomore year. One semester. Three hours.*

19. **The English Novel**—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *Second semester. Three hours.*

20. **Nineteenth Century Literature**—A study of the literature in English from 1830 to 1900, with reference to the leadership in the thought of the nineteenth century. Special study of Emerson, Carlyle, Tennyson,

and Browning; with collateral readings in Lowell, Newman, and Matthew Arnold. *Open to Seniors, and by special permission to Juniors. Two semesters. Three hours.*

21. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library readings, reports, discussions, and a thesis. Should be preceded by Course 17. *Open to Juniors and Seniors, and to others in special cases. First semester. Three hours.*

HISTORY

31. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. First semester, five hours. Second semester, three hours.*

Electives Open to Juniors and Seniors

32. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

33. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

34. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later European politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

35. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

36. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

Note—If elected by a sufficient number a course on American National History will also be given.

POLITICAL SCIENCE

41. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

42. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One semester. Three hours.*

43. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

44. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

LATIN

51. Freshman Latin—(a) Selections from the letters and philosophical writings of Cicero are read, including the De Senectute and De Amicitia. Emphasis is laid upon a thorough review and mastery of grammatical forms and usages, and word analysis is introduced. The tenets of the Stoic school are studied in connection with Cicero's writings. *One semester. Four hours.*

(b) The second semester of the Freshman year is devoted to Roman history. Selections from Livy are read, including Book V and parts of Book XXI. A careful analysis of social and political conditions in the Roman state during the early republican period is a feature of this course, together with a study of the qualities that made Livy a great historian. *One semester. Four hours.*

52. Sophomore Latin—(a) Two comedies of Plautus are read: the Captivi and Trinummus. (The Phormio of Terence may be substituted for either of the foregoing.) The peculiarities of the ante-classical period

of writing are first mastered, and in connection with the comedies attention is paid to the sources, general nature, and dramatic quality of the Graeco-Roman plays. *One semester. Four hours.*

(b) In the second semester, Virgil's Georgics are read, Books I and II. Italian country life is studied, and the beauties of the poet's style are discussed. The Georgics are followed by selections from the Satires and Epistles of Horace, including a study of the satiric style, its development, and its influence upon the Roman life of Horace's day. *One semester. Four hours.*

53. Beginning Latin—This course is the same as Course 31 in the Academy, which see. It is offered as an elective to college students who desire it. *Two semesters. Four hours.*

54. Second Year Latin—This course is the same as Course 32 in the Academy, which see. It is offered as an elective to college students who have completed Course 53. *Two semesters. Four hours.*

Junior and Senior Electives

55. Lyric Poetry—Selections from the lyric poets are read, including Catullus, Tibullus, Propertius, and Horace. A careful study of the elegiac form is made, with reference to metrical structure. The literary excellence of these poets is discussed in the class room, and this discussion is supplemented by papers prepared by members of the class upon assigned subjects. The ode is considered, using Horace as a model, and metrical translations are made a feature of the work. The course is completed by a study of the great Latin Christian hymns. *Two semesters. Three hours.*

56. Roman Drama—This course is intended to supplement and develop the work of the first semester of the Sophomore year. The peculiarities of the ante-classical period are further considered, together with the meters of Plautus and Terence. A number of the best comedies are read, including any or all of the following: the Aulularia, Rudens, Mostellaria, Miles Gloriosus, Bacchides, and Menaechmi of Plautus, and the Andria, Adelphoe, and Phormio of Terence. The class work is supplemented by papers prepared by members of the class upon assigned subjects.

The work in comedy is followed by some consideration of the Latin tragedy. Selection is made from the tragedies of Seneca, including the Medea, Troades, and Hercules Furens. *Two semesters. Three hours.*

57. Literary Study of the Æneid of Virgil—This course is planned with special reference to the preparation of teachers of Latin, and the viewpoint is essentially broader than that from which the Æneid is read in preparatory work. Books I-VI are read carefully, followed by selections from Books VII-XII. *Two semesters. Three hours.*

GREEK

61. Freshman Greek—Freshmen who have not had Greek hitherto will be given the opportunity to take Beginning Greek, Course 63.

Those who have had Greek I and II will have Greek III. (a) Plato: Apology and Crito. (b) Euripides—One of the plays of Euripides is read. Attention is given to peculiarities of inflection and construction. The play

is also studied as a literary production. (c) Demosthenes. One or more of the shorter orations is read. The style is studied and the oration analyzed. By the completion of these courses the student will gain an insight into some of the world's best literature, as embodied in the epic, the drama, the philosophical writings, and the oratory of ancient Greece. *Two semesters. Four hours.*

62. **Sophomore Greek**—Sophomores having had only Greek I will have Second year Greek, course 64; others will take Greek IV. (a) The Phaedo or Protagoras. (b) Drama—The Antigone of Sophocles, or the Prometheus Bound of Æschylus is read. Attention is given to the development of the play, study of characters, and the literary merit of the Greek drama. (c) Oratory—Demosthenes' De Corona will be studied with attention to style and rhetorical development. *Two semesters. Four hours.*

Junior and Senior Electives

63. **Beginning Greek**—This course corresponds with course 41 in the Academy. If, however, a sufficient number elect this work a special class will be formed, in order that the elements of Greek may be mastered in a shorter time than is usually allowed students in the Academy. Otherwise the students taking this course will be in the same class with students taking the Academy course 41. *Open to Juniors. Two semesters. Five hours.*

64. **Second Year Greek**—This work is the same as that offered in course 42 in the Academy, except that additional work suited to more advanced students is done. *Open to Seniors who have completed course* 41 *in the Academy or course* 63 *in the College. Two semesters. Five hours.*

65. **Hellenistic**—This course will involve a study of New Testament Greek and the Greek of the Alexandrian period. *Two semesters. Three hours.*

66. **Social Life Among the Greeks**—This course will involve a study of the manners, customs, home life, public life, and folklore of the Greek people. Text Book: Tucker's Life in Ancient Athens. *One semester. Three hours.*

67. **Greek Literature and Antiquities**—This course will involve a study of (a) Greek Literature, using Lawton as a basis, and (b) Antiquities. *One semester. Three hours.*

GERMAN

71. **Third Year German**—A work of Keller or Meyer; Riehl: Der Fluch der Schönheit; Minna von Barnhelm or Hermann und Dorothea; Sudermann: Frau Sorge; Reference grammar: Thomas. *To follow course 74 or Academy course 52. Two semesters. Four hours.*

72. **Fourth Year German**—Study of works representative of the classic authors, the Romantic Period, and the modern novel and drama. *Open to those who have completed course 74 with sufficiently high standing, or course 71. Two semesters. Four hours.*

73. **Beginning German**—Bacon's German Grammar and Im Vaterland, with composition and conversation. *Open to classical students who wish*

to make German a minor subject; also to Freshmen who enter without German. Those taking this course must take also course 74. Two semesters. Four hours.

74. Second Year German—Baumbach: Der Schwiegersohn; Von Hillern Höher als die Kirche; Wilhelm Tell or Hermann und Dorothea; Die Journalisten or Ernst; Flachsmann als Erzieher. *To follow course 73. Two semesters. Four hours.*

75. Advanced Literary Course—(a) Study of the life and works of one of the classic authors. (b) Nineteenth century literature. (a) and (b) will be offered in alternate years. *Open to students who have completed course 72 or course 78. Two semesters. Three hours. Not given in 1913-14.*

76. Scientific German—The reading of simple lectures and treatises on scientific subjects fitted to familiarize the student with the vocabulary and sentence-structure of scientific works. *Open to students who have completed course 74 or course 71. Two semesters. Three hours. Not given in 1913-14.*

77. Normal—For those who expect to teach German. Practical phonetics, and a review of grammar with reference to teaching beginning classes. Outlines of German history and literature. *Open to students who have had three years of German. Two semesters. Three hours. Not given in 1913-14.*

78. Fourth Year German—Composition and conversation, with review of grammar. Fossler's Practical German Conversation. Courses 72 and 78 will be given in alternate years.

FRENCH

81. French I—Grammar and composition, Fraser and Squair. Easy reading. De Maistre's Les Prisonniers du Caucase. Sand's La mare au diable. Mérimées Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

82. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, Maupassant, France, About, Balzac, Lamartine, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

83. French III—(a) The purpose of this course is to give considerable acquaintance with the writings of the three great French authors. Voltaire, Hugo, and Balzac. There will be a great deal of rapid reading, and also careful study from a literary point of view. Letter writing. *First semester. Three hours.*

84. French III—(b) A careful study of the three great dramatists, Corneille, Racine, and Molière. There will be a thorough study of the history and technique of the drama with special reference to the age of Molière. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

85. A course in French Phonetics—With conversation and composition. *Three hours.*

ITALIAN

91. Italian I—Grammar and Composition. Bowen's Italian Reader. Goldoni's Il Vero Amico and La Locandiera. Modern prose. Emphasis will be laid upon the relation of the language to Latin. *Two semesters. Three hours.*

92. Italian II—Modern prose including De Amicis' Il Cuore. Manzoni's I Promessi Sposi. Selections from Dante's Divina Commedia. History of Italian Literature. Collateral reading. *Two semesters. Three hours.*

SPANISH

96. Spanish I—Grammar and Composition. Easy reader. Alarcón's Capitán Veneno. Cuentos Castellanos. Galdós's Marlanela. *Two semesters. Three hours.*

97. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Has de Seña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

MATHEMATICS

101. College Algebra—A rapid review of the topics treated in elementary algebra with special emphasis laid on short methods and rigorous proofs of all principles involved, together with a detailed study of such subjects as are found in college algebra. *Required of all College students. First semester. Four hours.*

102. Trigonometry—While sufficient subject matter is presented to meet the requirements of college and technical schools for advanced study in Mathematics, the course is intended to be of interest in and of itself and is thought to be complete for those students who do not go beyond trigonometry. *Required of all College students. Second semester. Four hours.*

103. Plane Analytic Geometry—An elementary course on the straight line and conic sections. *Elective open to students who have completed solid geometry, and courses 101 and 102. First semester. Three hours.*

104. Analytic Geometry of Two and Three Dimensions—This is a continuation of course 103. *Elective open to students who have completed solid geometry, and courses 101, 102, 103. Second semester. Three hours.*

105. Differential Calculus—Rules for differentiation, applications of the derivative, differentials, theorems of mean value, partial differentiation, series, expansion of functions. *Elective open to students who have completed solid geometry, and courses 101, 102, 103, 104. First semester. Three hours.*

106. Integral Calculus—Rules for integration, indefinite and definite integrals, successive and partial integration, the applications of integration. *Elective open to students who have completed solid geometry, 101, 102, 103, 104, 105. Second semester. Three hours.*

107. Mechanical Drawing—Lettering, geometrical construction, the use of instruments, theory of projection and its application to practice, problems involving both theory and practice. *Elective open to students who have completed solid geometry. First semester. Two hours.*

108. Surveying—Class work in theory and methods, supplemented by practical work in the field with chain, compass transit, level. Calculations of heights, distances, areas. The keeping of records and the platting of observations. *Elective open to students who have completed course 102. Second semester. Two hours.*

109. Advanced Courses—Students who wish to continue the study of Mathematics beyond the calculus may elect sufficient of the following courses to complete a major in Mathematics: Solid Analytical Geometry, Descriptive Geometry, Advanced Algebra (including determinants and theory of equations), Analytical Mechanics, Modern Projective Geometry, Advanced Calculus.

SCIENCE

111. Chemistry I—General Inorganic Chemistry. *First semester*: Study of the fundamental principles and of the non-metals up to acids, bases and salts. *Second semester*: Study of non-metals and metals. Under metals the student is required to determine a number of unknown substances. Alexander Smith's General Chemistry is the reference used, and J. B. Garner's Outline of General Chemistry is used in the laboratory. *Two semesters. Two hours lecture and four hours laboratory work.*

112. Chemistry II—Qualitative and Quantitative Analysis. *First semester*: Reactions of bases and acids. Analysis of complex mixtures and ores. *Second semester*: Gravimetric and volumetric determinations. Laboratory text, L. Newth's Manual of Qualitative and Quantitative Chemistry. *This course is open to all students who have finished course 111. Two semesters. One hour lecture and six hours laboratory work.*

113. Chemistry III—Organic Chemistry. *First semester*: Molecular weight determinations. Organic preparation. *Second semester*: Organic preparation of the carbocyclic series. Bernsthen's Organic Chemistry is the reference used to the lectures, and Cohen's Laboratory Manual is the laboratory text. *Open to all students who have finished courses 111 and 112. Two semesters. Two hours lecture and four hours laboratory work.*

114. Chemistry IV—Food Analysis. A complete analysis is made of city water, vinegar, milk, lard, and canned foods. Leache's Food Analysis and Government Bulletins are used in the laboratory. *Open to all students who have finished courses 111, 112 and 113. Two semesters. Two hours lecture and four hours laboratory work.*

115. Physical Chemistry—This course covers a thorough study of the laws of gases, liquids, solids and solutions, and a course of Thermochemistry, Electrochemistry and Photochemistry. Mass action, chemical dynamics and equilibrium. Text books for course—Morgan's Elements of Physical Chemistry and Jones' Elements of Physical Chemistry. *Open to all students who have finished courses 111 and 112. Two semesters. Two hours lecture and four hours laboratory work.*

121. (a) **Mechanics, Molecular Physics, and Heat**—A thorough study of the general principles, each lesson being supplemented by a carefully worked out laboratory experiment. A minimum of twenty accepted ex-

periments is required of each student. *Elective open to all who have completed courses 101 and 102. First semester. Three hours lecture and two hours laboratory.*

121. (b) **Electricity, Sound, and Light**—This course is a continuation of 121 (a) and is conducted on the same plan. It affords a careful study of all the fundamental principles which underlie all more advanced technical work in these subjects. *Second semester. Three hours lecture and two hours laboratory.*

122. (a) **Biology**—A general survey of the more simple types of organic life, both plant and animal, from the standpoint of morphology, physiology, and development. *First semester. Three hours recitation and two hours laboratory work.*

122. (b) **Zoology**—This course includes a careful dissection of the types of each phylum of animal life with a study of the laws of development and outlines of classification. *Open to students who have completed course 122 (a). Second semester. Two hours recitation and four hours laboratory work.*

NOTE—The following electives are open to students who have completed course 122 (a):

123. Mammalian Anatomy—This course includes a careful dissection of the cat, with a comparative study of other forms. Davison's Mammalian Anatomy is the text used. *Given in 1913-1914. Elective. First semester. Three hours recitation and two hours laboratory work.*

124. Vertebrate Embryology—In this course the development of the chick is traced, and is supplemented by a comparative study of other forms. Serial sections are mounted by the class. Lillie's Development of the Chick is the text used. *Given in 1913-14. Elective. Second semester. Three hours recitation and two hours laboratory work.*

125. Animal Histology—This course consists of staining and mounting not less than one hundred slides with drawings and interpretation. Special attention is given to technique. Piersol's Normal Histology is the text used. *Given in 1914-15. Elective. Two semesters. Two hours recitation and four hours laboratory work.*

126. Human Physiology—It is assumed that students taking this course have a knowledge of chemistry and elementary physics. Special attention is given to physiological chemistry. *Given in 1914-15. Elective. Second semester. Three hours recitation and two hours laboratory work.*

PSYCHOLOGY AND PHILOSOPHY

131. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The

subject is presented topically in the following order: problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impulse, instinct, emotion, volition, interest, desire, the self, mental development, abnormalities of consciousness such as dreaming, hypnosus and insanity. Applications to the psychology of teaching and learning, mental hygiene, advertising, evidence, and other practical problems are emphasized whenever it is possible to do so. Students will find the course in elementary biology, No. 122, useful in preparing for this year's work. Members of the class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

133. Logic—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours. Not given in 1912-13.*

134. Aesthetics—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impulse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course. Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 131. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours. Not given in 1912-13.*

136. Philosophy—A course dealing with the problems and history of philosophy.

(a.) Introduction to philosophy. This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b.) History of Ancient and Mediaeval Philosophy. The rise and development of the various attempts to gain a comprehensive view of reality is traced through the Greek, the Greco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God. Weber's History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours. Given in 1912-13.*

137. Philosophy—A continuation of Course 136; a History of Modern Philosophy. It is desired that Courses 136 and 137 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours. Given in 1912-13.*

ECONOMICS AND SOCIOLOGY

141. Economics—A general survey of the subject based on some text book, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

142. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank

and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

143. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporation. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

144. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

145. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

151. General Methods of Education—A consideration of principles underlying the science of teaching, and on application of the principles to special subjects. The meaning of instruction and its relation to education, the psychologic and the logical views of knowledge, are developed. The basis of method is laid in psychology, and from this point of view the general principles of method are developed. Methods of thinking, including inductive learning and teaching and deductive learning and teaching, are studied in order to give students some definite ideas on the psychology of studying and teaching. The function and conduct of the recitation is also considered. McMurry's The Method of the Recitation, Betts' The Recita-

tion, Dewey's The Child and the Curriculum, James' Talks to Teachers, and Thorndike's Educational Psychology are held on the reference shelf of the Library for use by the class. *Elective open to Sophomores, Juniors, and Seniors. Second semester. Three hours.*

152. History of Education—In following the course of education through the different epochs of human culture an effort will be made to view the subject as an expression of the life of the people and times. The course is introduced with a few lectures on the civilizations and educational systems of the Egyptians, the Hebrews, the Indians, the Persians. Following these lectures lessons will be assigned from the text-book. The aim of the course is to give the student an appreciation of the very wide significance and meaning of education; a knowledge of the continuity of educational tradition and the theories underlying the succeeding periods in the development of education; and an acquaintance with the circumstances that gave rise to the chief problems of education, together with their historical solutions. At all times emphasis is placed on the relation between the development of education and the development of civilization. The time allotted for the course, one semester, is so brief that much of the material can be given only passing notice. However, considerable care will be given to note the principal contributions of the great educational reformers and emphasis will always be given to those problems and thories that have special bearing on present educational problems in the United States. The text-book used is Monroe's A Brief Course in the History of Education. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

153. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual and environment. Considerable attention is given to the educational implications of the principles of organic and of social evolution. Education, training, instruction, and culture are distinguished. Typical statements of the aim of education are presented and criticised. The aim of education is determined by its meaning. The social aspects of education are carefully considered. In this connection a study is made of the primary instincts and their social value and of the relation of self-realization to social efficiency. The interrelation and interdependence of the various human institutions in the educational process is noted. In studying the course of individual development, attention is given to the interrelation of mind and body, individuality and temperament, growth and development of mind, the unity of mental life, instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with reference to the capacities of the individual, the nature of his environment, and his capacity for usefulness. Organization and administration of education are very briefly treated with reference to the problems of education in a democratic society. Bolton's Principles of Education, Ruediger's Principles of Education, Horne's The Philosophy of Education, Psychological Principles of Education, and Idealism in Education, O'Shea's Dynamic Factors in Education and Educa-

tion as Adjustment, Thorndike's Principles of Teaching, and Sully's Teachers' Handbook of Psychology are at the command of students. For the purpose of papers and reports frequent reference is made to such works as Butler's Meaning of Education, Shaler's The Individual and The Interpretation of Nature, Fiske's Cosmic Philosophy, Drummond's The Ascent of Man, Swift's Mind in the Making, and Osborn's From the Greeks to Darwin. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

MUSIC

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

Harmony—Study of intervals and musical notation, the formation of the triad and chord connection. Chords of the seventh, modulation and key board work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

History of Music—Ancient and medieval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

THE ACADEMY

The Academy courses have in view two distinct objects: first, to prepare the student for further study either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course. With these ends in view, there are offered two general lines of study, the Academic and the Commercial-Academic. In the first, the work of first and second years is prescribed, and the studies fundamental to all sound education are required of every student. In the second, the effort is made to combine the advantages of a general elementary education with a knowledge of such subjects as are particularly needed in preparation for business life.

The last two years of the Academic course are made more flexible in character than the first two. Three groups or lines of study are marked out. In the first, which prepares for the full Classical course in College, both Greek and Latin are required. In the second, which prepares for the College course leading to the degree of B. S., German is substituted for Greek, Latin being required as in the first. The third line of study, also preparing for the College course leading to the degree of B. S., omits in these years, both Latin and Greek and provides for a certain amount of German and science in their place.

OUTLINE OF THE ACADEMY COURSES

The number at the left of the subject in the outline of courses is the number of the course of study. It will be found on a later page where an explanation of the work required will be given. The figure at the right indicates the number of recitations per week.

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
FIRST YEAR	First Semester	11 English.....5 31 Latin.....5 61 Algebra.....5 71 Elementary Science5	11 English.....5 31 Latin.....5 61 Algebra.....5 71 Elementary Science5	11 English.....5 31 Latin.....5 61 Algebra.....5 71 Elementary Science5	11 English.....5 Penmanship and Spelling.....5 61 Algebra.....5 71 Elementary Science5
	Second Semester	1 Bible.....2 11 English.....4 31 Latin.....5 61 Algebra.....5 71 Elementary Science4	1 Bible.....2 11 English.....4 31 Latin.....5 61 Algebra.....5 71 Elementary Science4	1 Bible.....2 11 English.....4 31 Latin.....5 61 Algebra.....5 71 Elementary Science4	1 Bible.....2 11 English.....4 Penmanship and Spelling.....5 61 Algebra.....5 71 Elementary Science4
SECOND YEAR	First Semester	2 Bible.....2 12 English.....4 32 Latin.....5 21 History.....4 63 Geometry.....5	2 Bible.....2 12 English.....4 32 Latin.....5 21 History.....4 63 Geometry.....5	2 Bible.....2 12 English.....4 32 Latin.....5 21 History.....4 63 Geometry.....5	2 Bible.....2 12 English.....4 Bookkeeping.....5 21 History.....4 63 Geometry.....5
	Second Semester	12 English.....5 32 Latin.....5 21 History.....5 63 Geometry.....5	12 English.....5 32 Latin.....5 21 History.....5 63 Geometry.....5	12 English.....5 32 Latin.....5 21 History.....5 63 Geometry.....5	12 English.....5 Bookkeeping.....5 21 History.....5 63 Geometry.....5

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
THIRD YEAR	First Semester	3 Bible....2 13 English....3 33 Latin....5 41 Greek....5 22 History....5	3 Bible....2 13 English....3 33 Latin....5 51 German....5 22 History....5	3 Bible....2 13 English....3 51 German....5 72 Zoology....5 22 History....5	3 Bible....2 13 English....3 51 German....5 81 History of Com....5 22 History....5
	Second Semester	13 English....5 33 Latin....5 41 Greek....5 62 Algebra....5	13 English....5 33 Latin....5 51 German....5 62 Algebra....5	13 English....5 51 German....5 73 Botany....5 62 Algebra....5	13 English....5 51 German....5 82 Commercial Geo....5 62 Algebra....5
FOURTH YEAR	First Semester	4 Bible....2 34 Latin....4 42 Greek....5 74 Physics....5 14 English (*)....4	4 Bible....2 34 Latin....4 52 German....5 74 Physics....5 14 English (*)....4	4 Bible....2 52 German....5 74 Physics....5 14 English (*)....4 Elective....4	4 Bible....2 Shorthand....5 Typewriting....5 52 German....5 14 English (*)....4
	Second Semester	34 Latin....5 42 Greek....5 74 Physics....5 14 English (*)....5	34 Latin....5 52 German....5 74 Physics....5 14 English (*)....5	52 German....5 74 Physics....5 14 English (*)....5 Elective....5	Shorthand....5 Typewriting....5 52 German....5 Commercial Law....5

(*) See last part of course 14, English, P 51.

Electives: 14 English; 64 Solid Geometry, *one semester;* 65 Arithmetic, *one semester;* 23 United States History, *one semester;* 24 Civics, *one semester;* 25 English History, *one semester;* 73 Botany, *one semester.*

NOTE: For special subjects in the Commercial course see description of same subjects under the Commercial Department.

EXPLANATION OF ACADEMY COURSES

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other acquirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

1. **First Year**—Old Testament. The Bible story is followed from the beginning to the establishment of the monarchy, by means of selections from the narrative, including both the events and the characters most expressive of the Hebrew spirit: the creation; the transgression; the new beginning; the patriarchs; the bondage; the exodus; the wanderings; the entrance into Canaan; the conquest; the division; and the Judges. *Required of first year Academy students. Second semester. Two hours.*

2. **Second Year**—The Old Testament History is completed, together with a brief outline of the Hebrew history connecting the Old with the New Testament. Portions of the poetry and the prophecies are examined as effective expressions of the religious life. The single monarchy; Saul, David, and Solomon; the early prophets; the divided kingdom; the kingdoms of Israel and Judah; the captivity of the ten tribes; the kingdom of Judah; the destruction of Jerusalem; the captives in Babylon; Cyrus the great; the return to Jerusalem; the restoration; the Old Testament canon; the subsequent history of the Jews to the destruction of Jerusalem by Titus. *Required of second year Academy students. First semester. Two hours.*

3. **Third Year**—The life of Christ in the four Gospels. The preparation for the Christian era; the fourfold story, with characteristics of each; the Birth; the Child; the disciples; the Sermon; the various messages; the miracles; the personal interviews; the triumph; the sorrow; the victory; the departure. *Required of third year Academy students. First semester. Two hours.*

4. **Fourth Year**—The beginning of the Christian Church. The great awakening; the Gentiles; the zealous Saul; the devoted Paul; the missionary

journeys and the results; the epistles to the churches. The great events in Paul's life and the permanent results of his ministry are studied rather than the minute accounts of Paul's various movements and personal experiences. A concise outline of subsequent church history supplements this early history. *Required of fourth year Academy students. First semester. Two hours.*

ENGLISH

11. First Year—Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

12. Second Year—Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

13. Third Year—This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester, three hours. Second semester, five hours.*

14. Fourth Year—The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

HISTORY

The aim of the required history courses in the Academy department is to give a general view of the history of the world. The American history and civics are elective courses. English history being thoroughly treated in the Sophomore course in college is likewise not required but offered as an elective.

21. (a) **Greek and Oriental**—This course consists of a brief account of the Oriental peoples followed by the history of Greece. In this course as well as in the course on Roman history particular emphasis is placed on the geography of the ancient world.

(b) **Roman**—This is a general course on the history of Rome, designed to give the student an elementary knowledge of the customs and institutions of the Roman people.

(c) **Medieval**—A general survey of the progress of Europe from the downfall of Rome to the beginning of the 16th century.

Courses (a), (b), (c), are taken in turn. As much of course (c) will be completed as the time before close of the year will permit. *Second year Academy. First semester, four hours. Second semester, five hours.*

22. Modern—This course after briefly reviewing the leading facts of medieval Europe takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history. *Third year Academy. One semester. Five hours.*

23. American—A topical study in American history designed to prepare the student for an advanced course in American politics. *Elective open to fourth year Academy students. One semester. Five hours.*

24. Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Elective to fourth year Academy students. One semester. Five hours.*

25. A course in English history is offered for those who desire a better understanding of English history than is obtained from a general course in European history. It is recommended to those who do not expect to continue their studies after graduating from the Academy. *Elective open to fourth year Academy students. One semester. Five hours.*

LATIN

31. Beginning Latin—D'Ooge's Latin for Beginners is the text used. A thorough knowledge of the principles of syntax and word forms is acquired. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

32. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

33. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

34. Fourth Year Latin—Virgil. Books I-VI of the Æneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, four hours. Second semester, five hours.*

GREEK

41. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Required of third year Academy students who are preparing for the Classical Course in College. Two semesters. Five hours.*

42. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Required of the fourth year Academy students in the Classical Course. Two semesters. Five hours.*

43. Classic Myths—As preparatory to an intelligent study of literature a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *Required of second year Academy students. One semester. One hour.*

GERMAN

51. First Year German—Bacon's German Grammar; Im Vaterland. Conversation and composition. *Two semesters. Five hours.*

52. Second Year German—Review of grammar; composition. Simple stories affording a good basis for conversation, followed by Stern: Aus Deutschen Meisterwerken; Schiller: Wilhelm Tell and Das Lied von der Glocke. *Two semesters. Five hours.*

MATHEMATICS

61. Algebra (a) Numbers, equations, the fundamental operations, fractions, factoring, solution of problems. *Required of first year Academy students. First semester. Five hours.*

(b) Simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs. *Required of first year Academy students. Second semester. Five hours.*

62. Algebra—Review of fundamentals (emphasis being placed on the proof and applications of theorems), radicals, imaginaries, logarithms, variation, the progressions, binomial theorem. A continuation of course 61. *Required of third year Academy students. Second semester. Five hours.*

63. Plane Geometry (a) Rectilinear figures, the circle. *Required of second year Academy students. First semester. Five hours.*

(b) Proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle. *Required of second year Academy students. Second semester. Five hours.*

64. Solid Geometry—Lines, planes, angles, polyhedrons, cylinders, cones, spheres. This course should be taken by those who desire to elect Mathematics in the College. *Elective open to fourth year Academy students. One semester. Five hours.*

65. Higher Arithmetic—This course is for those who have previously used a more elementary text and is planned to convey a great amount of useful information as well as to afford the best mental training. Students who expect to teach should elect this course. *Elective open to fourth year Academy students. One semester. Five hours.*

SCIENCE

71. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *Required of all first year Academy students. First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Required of all first year Academy students. Second semester. Five hours.*

72. Zoology—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *Required of third year Academy students. First semester. Five hours.*

73. Botany—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stems, and leaves. The latter part of the course will be devoted to field work and plant analysis. *Required of third year Academy students. Second semester. Five hours.*

74. Physics—A thorough study of the elementary principles of physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student, and the aim is to make each student familiar with the method of true scientific investigation. *Required of all Academy students. Two semesters. Three hours lecture and recitation, and two hours laboratory.*

COMMERCIAL

81. History of Commerce—This course will begin with the ancient commerce of the Orient, tracing the commercial development of the Greeks and Romans. From this ancient period the history of business will be

followed through medieval and early modern times down to the present. This study will show how different forces such as war, the progress of invention, supply and demand, control and sometimes entirely change the commerce of a nation. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

82. Commercial Geography—In the study of this subject the student will be shown how certain countries lead in certain pursuits and the reason for their leadership. He will also learn of the influence upon industrial progress of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions. He will study the influence of each as a factor in economic development. Beginning with the United States, the actual conditions existing in the different countries in the world and the forces that are operating for the continuance or the change of such conditions are studied. It is believed that this study will give the student a good foundation for whatever business he may choose to enter. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

For information regarding the other subjects in the Commercial-Academic course, see pages under Business College and School of Commerce.

HURON BUSINESS COLLEGE AND SCHOOL OF COMMERCE

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

The Commercial-Academic Course—For the more responsible and important positions, whether in business or clerical work, a broader foundation of general education is required than the short courses usually given in business or commercial schools afford. To meet this need a Commercial-Academic course is now offered in this department. In some subjects it coincides with the regular Academy and Normal courses. Certain subjects, however, are omitted from these courses and the subjects of the Accounting course and the Stenographic course are substituted for them, making thus an admirable course for those who wish to prepare for business or clerical positions, and, at the same time, secure a broad general foundation for life's work. We would strongly advise those who wish to prepare themselves for important positions in business life to take this course.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic course, but who wish preparation in actual business methods. It covers one year of time and gives the student practical training for any ordinary business position.

The Stenographic Course—Modern business methods require a more and more extensive use of shorthand and typewriting. Competent stenographers find their services always in demand and many avenues of advancement open to them. This course covers one school year in time and gives a practical training in all the correlated subjects.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever-increasing call for stenographers and bookkeepers, particularly the former, to occupy positions under the government and we expect to be able to place our students in paying positions as fast as they become qualified to fill them.

OUTLINE OF THE COURSES

In the outline of the courses, the numbers at the left refer to the paragraphs following, where an explanation of the work required is given. The figures at the right indicate the number of recitations per week.

ACCOUNTING

FIRST SEMESTER

1	Introductory Bookkeeping	5
2	Business Practice	5
3	Accounting	5
5	Commercial Arithmetic	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5
6	Rapid Calculation	5

SECOND SEMESTER

2	Advanced Accounting	5
3	Banking	5
3	Office Practice	5
5	Commercial Arithmetic	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
6	Rapid Calculation	5
4	Commercial Law	4

STENOGRAPHY

FIRST SEMESTER

11	Elements of Phonography	5
11	Dictation	5
12	Typewriting	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5

SECOND SEMESTER

11	Advanced Dictation and Speed Practice	5
12	Typewriting	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
13	Stenographers' Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—Bookkeeping and Accounting consist of five courses: (1) Introductory, (2) Business Practice, (3) Accounting, (4) Banking and (5) Office Training.

The student is thoroughly instructed in regard to the principles of double and single entry Bookkeeping, including the handling of commercial paper, all transactions being recorded from vouchers received or issued. Each student assumes the position of bookkeeper and depends upon himself for advancement, as the instruction is individual. Special ruled books are used and adapted to different lines of business and such an extensive variety of transactions introduced as to familiarize the student with all the phases of business with which he may come in contact. The system of checking is such that an error in outgoing papers or in any record can be detected at once by the teacher in charge.

(b) **Farm Accounting**—A specialized course in Farm Accounting has been introduced, following the preparatory course in general business accounting and practice. The course covers the transactions of a represen-

tative farm through a period of an entire year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Actual Business Practice**—Students having performed the work in the introductory department are admitted to the business practice department. A large variety of transactions and agreements are introduced to give the students repeated drills in making historical entries, memoranda of contracts, and also to develop skill in writing business letters and business papers necessary in commercial transactions.

3. **Office Department**—Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, Real Estate, and Commercial Exchange. Advanced students are placed in charge and are held responsible for all business transacted with them. Each manager of an office is required to submit a weekly report, and at the expiration of the required time, all business affairs being satisfactorily attended to, the student is promoted.

College currency, special ruled books, blanks, stamps, letter press, and all necessary equipment, such as is required in the modern business office, are furnished in order to familiarize the student with every detail of office work.

4. **Commercial Law**—"Ignorance of the law excuses no man." It is our purpose to impart to our students a thorough knowledge of the principles of the common and statute laws pertaining to everyday business transactions. Our students are thoroughly familiarized with their liabilities and rights in their business intercourse in the business practice department.

This subject includes the law of contracts, negotiable and non-negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property etc., and is taught by means of class drills in which a text-book is used, supplemented by the library of legal reference books belonging to the Department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the District Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, in Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education.

5. **Arithmetic**—This branch of mathematics, as a means of mental discipline, is invaluable in the development of the judgment and the reasoning faculties. Our students are instructed in the everyday problems that occur for daily solution in the store, office, shop or on the farm. The best short methods used in different lines of business receive careful attention. A practical text-book is used, supplemented by other texts and practical problems given by the teacher of this branch.

6. **Rapid Calculation**—All students are required to join the class in rapid calculation, which recites daily. Accuracy and rapidity are essential to every business man, especially to a young man or woman entering upon

a business career as an accountant or stenographer. Our students are drilled daily in mental arithmetic, rapid methods of addition, multiplication, division, computation of interest and discount; in fact, in all ordinary calculations.

7. English—The ability to express his thoughts clearly and forcefully is essential to the success of every young person who engages in business or in professional life, and the work in Business English has been outlined specially for those who expect to engage in business or in teaching commercial work.

Usage has fixed certain forms and arrangements of our language that have become accepted as correct and that must be observed by those who would speak and write correctly. The student must become familiar with this usage and be able not only to make the proper application of grammatical rules in determining correct forms, but also to cultivate the habit of choosing those forms which will best express his thoughts.

8. Correspondence—A large proportion of the business of today is transacted by mail, hence the importance of skilful letterwriting. Thorough drill is given in punctuation, spelling, penmanship, and form. The composition of approved types of business letters, replies, telegrams, and cablegrams is given careful study. The forms and exercises used are taken from actual business, and many letters are written which are carefully corrected and returned by the teacher in charge.

9. Spelling—Very few students are able to pass an entrance examination in this subject. The ability to spell without hesitation is essential to the amanuensis or office employee. Our students must enroll as members of the spelling class until able to pass a rigid test.

10. Penmanship—Good penmanship is essential to any young person intending to enter upon a business career. A well written letter of application, correct in composition and spelling, will attract the attention of an employer and secure a much desired interview, while a slovenly written, badly composed letter will be thrown into the waste basket.

Penmanship is taught by means of blackboard exercises and drills in daily periods of forty-five minutes each, and each student is required to hand in at least two pages of work prepared outside of class to the teacher in charge.

Students are furnished with the best penmanship publications and every possible means used to encourage persistent, painstaking practice. With very few exceptions our students learn to write a splendid business style.

11. Shorthand—Shorthand is the key with which many young men have opened the door to success in professional, financial, and political life. It is a pleasant and profitable profession, and one who is competent has the assurance of steady employment, as there is an ever-increasing demand for stenographic help.

Students should have the equivalent of a high school or academic education before beginning the study of Shorthand, as the duties of a stenographer require a knowledge of affairs, and especially, thorough familiarity with the use of the English language. Many students who are deficient in this respect are able to remedy the defect by joining classes organized for this purpose and by a well directed course of reading.

A young person contemplating beginning a business career in a clerical capacity should by all means become proficient as an accountant, as well as a stenographer, owing to the fact that many business men require such clerical assistance and are willing to pay a proportionate salary.

12. Typewriting—Shorthand and typewriting go hand in hand. The usefulness of one without the other is impaired to a considerable extent.

We teach our students to use the Touch System, using a text containing graded lessons in which students are taught correct fingering from the very start. After having finished the introductory work, the student is required to copy forms of business, etc., preparatory to taking the same from dictation for transcription.

Students are familiarized with all copying and duplicating devices in use, and other details of office work. Neat, accurate work is rigidly insisted upon, a certain degree of rapidity being required.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. We deem it advisable for the student to become familiar with several different machines, for the reason that it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. We are prepared to supply almost any typewriter manufactured, if it is specially desired by the student.

13. Stenographers' Office Practice—Students of the Stenographic Course are given a systematic training in copying, manifolding, tabulating, follow-up systems, form letters, and the many other practical and useful things they should know.

This course is indispensable to the good stenographer and develops his proficiency as an office helper, so that when he enters practical business life he knows what to do and how to do it.

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	
*Room, Heat, Light in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.50 per week, 36 weeks			90.00
Laundry, about			10.00
Books for Accounting Course, from $7.00 to $10.00			9.00
Books for Stenographic Course, from $4.00 to $6.00			
Students Association Fee			5.00
Total			$210.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.

SCHOOL OF MUSIC

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has enjoyed quite an unusual growth, making it necessary to better the teaching force year by year as well as to add to the facilities for teaching and practice. There are now eighteen rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs. There are sixteen high grade pianos used in the department, ten of which were purchased during the past two years, including two Mason and Hamlin grands.

COURSES OF INSTRUCTION

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course
2. Intermediate Course
3. Graduate Course
4. Normal Training Course

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study. This department is subdivided into Junior and Senior grades. This is a two year course, consisting of two lessons a week in piano, violin or voice and the following theoretical course:

1st year—	Ear Training
	Harmony
	Musical History
2nd year—	Ensemble
	Harmony, ½ year
	Harmonic Analysis, ½ year
	Form Analysis

At the end of the second year a recital program must be given from memory.

The Normal Training Course—Two years training in this course is required for a full teacher's certificate. Children between the ages of eight and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on musical pedagogy. This is one of the few schools in the Northwest offering such a course.

PIANO

PREPARATORY

New England Conservatory, Bk. 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

INTERMEDIATE

Czerny. Op. 821-(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

GRADUATE

Compositions by Bach, Chopin, Schumann, and modern composers. Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos and concert pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubenstein, and Grieg.

VIOLIN

A thorough course of instruction on the violin is provided by the college. The outlined theoretical work is required for graduation.

PREPARATORY

Wohlfart Elementary Violin School. Duets by Pleyel. Hohman Violin School, Bk. I. Easy solos in first position.

INTERMEDIATE

Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

GRADUATE

Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

ORGAN

The main requisite for the Organ student is a substantial foundation in piano technic. Allen's Pedal Technique and Dudley Buck's Studies in Pedaling are used, followed by Bach, Fugues and Mendelssohn Sonatas, and modern organ compositions.

VOICE

A syllabus of the course in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. Exercises by Concone, Panofka, Vaccai, and others are adhered to only in such cases as indicate a special need for their use. In short, it may be said, that the method used is the correct placing of the voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. The mechanism of the voice is explained as far as necessary.

Correct breathing, correct position in singing, and chest development lay the foundation of voice building.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise

the voice. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto," or beautiful singing.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

Study will be made of the interpretation of songs and ballads chosen from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THEORY

Ear Training—1. Training of ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of of Harmonic Construction of Compositions by standard composers.

Musical History—Ancient and medieval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music, etc. Text Book used is Mathews.

Ensemble—This valuable work is carried on as extensively as is feasible. Two or more pianos, violin and piano, trios, etc., are the combinations used.

Analysis of Musical Form—Under this head, aside from the thematic and rythmic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, and Conon, Fugue, and various vocal forms, comes the study of the principals of acoustics, perceptions of sound, overtones, rythm, notation and figure treatment. Text Book used is Elson's Theory of Music.

MADRIGAL CLUB

A choral Organization is one of the vital features of a school and students should plan to support it and receive the benefit derived from good choral training. The Huron College Madrigal Club, consisting of sixty voices, was organized the latter part of October, 1910. This club gives two concerts a year, made up of part songs and oratorios, and is composed of students and residents of Huron.

BAND

The College Band is one of the agencies which arouse an enthusiastic college spirit. The work of the band will be continued under the direction of an efficient leader. Anyone playing band instruments will do well to make application for membership in the band at once.

STUDENT RECITALS

Short, informal recitals are given by the students twice a month in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

ARTIST RECITALS

The chief difference between music study in a big city and in a small city is the lack of high grade recitals and concerts in the latter. The world's great music can only be properly interpreted by great musicians and the expense attached to the importing of such artists is so great that it precludes their appearance in small cities. It is only through unceasing and undivided effort that such musicians can be secured. Huron has been fortunate in having the Minneapolis Symphony Orchestra two seasons, and during the past year has heard three magnificient programs by world famous artists. The advantage to the students in hearing such artists as Rudoph Ganz, Jaroslav Kocian and Christine Miller cannot be overestimated.

MISCELLANEOUS

1. Lesson in the Music Department will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of forty minutes each will be given on the Piano, Violin and other instruments. Class lessons in Harmony, Musical Form, and Counterpoint will also be forty minutes each. Vocal lessons will be thirty minutes each.

2. All arrangements relating to the assignment of work, changing of lesson hours, and similar matters will be made at the office of the School of Music.

3. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to make these payments in due time, the matter should be properly reported to the President or the Treasurer before the student registers.

4. No deduction from the semester's bill will be made for temporary absence of pupils. Only in exceptional cases will any credit be allowed for missed lessons. In such cases, if previous notice of twenty-four hours is received, the lesson so lost may be given by special arrangement, at the convenience of the teacher, but only within the limits of the same semester. Any student who is tardy in reporting for his lesson will have the time deducted from his lesson and no credit will be allowed for time so lost. Students leaving during the semester will pay as per Schedule of "Tuition Rate for Short Periods" below.

TUITION

PER SEMESTER OF 18 WEEKS
See Calendar Page Two

FOR PRIVATE LESSONS:	One Lesson a week	Two Lessons a week
Voice	$24.00	$36.00
Piano	24.00	36.00
Violin	24.00	36.00
Theoretical Subjects	24.00	36.00
IN CLASSES OF TWO OR MORE:		
Harmony, Musical Form, Ear Training, Musical History, Ensemble, or Normal	8.00	15.00

OTHER FEES

	Per Semester
Piano Rental for Practice,	
—One period per day	$ 5.00
—Two periods per day	8.00
—Three periods per day	10.00
—For each additional hour	2.00
Room rent in the Voorhees Dormitory, (for girls),	18.00
Table board, about $2.50 per week	45.00
Laundry, about	5.00
Books, including sheet music from $3 to $6	5.00
Students Association Fee, ($5 per year or)	3.00

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work will have the privilege of paying at the rate of $1.50 per lesson, provided that the charge made for any semester registration shall not be less than five dollars.

LIST OF STUDENTS

1912-13

(The numbers refer to the bound volume of registrations)

COLLEGE

SENIORS

195. Abel, Roy Winsor ..... Huron
196. Adams, James ..... Belfast, Ireland
211. Borah, Leo Arthur ..... Huron
215. Buckley, Herman Wenford ..... Huron
242. Gates, Edgar Bristol ..... Laurel
257. Hunt, Everett Lee ..... Deming, N. Mex.
260. Isaac, Gwylym ..... Williamstown, S. Wales
367. Palmer, Fred Albert ..... Wyndham, S. Wales
321. Sheldon, Albert Bradley (9) ..... Huron

JUNIORS

201. Andrews, Joseph ..... Fairfield, Iowa
207. Bell, Jane Carmont ..... Huron
208. Bell, Mary Sloan ..... Huron
379. Bern, Gottfrid ..... Sedgwick
345. Emerson, Wallace LeRoy ..... Huron
263. Johnson, Myrtle ..... Hetland
347. Knox, Alexander John ..... Monango, N. Dak.
279. Martin, Glenn Oliver ..... Huron
283. Merriman, Lloyd Lewis ..... Huron
302. Polk, Harry Earl ..... Harrisonville, Mo.
303. Pollard, Agnes Janet ..... Highmore
309. Rice, Grace ..... Faulkton
320. Scruby, Delbert Kirby ..... Huron
322. Sherwood, Clarence Emerson (14) ..... Doland

SOPHOMORES

198. Allison, Harriet Ellen ..... White
219. Clark, Elsie Elizabeth ..... Highmore
221. Cook, Samuel Brice ..... Poland, Ohio
233. Erwin, John Martin ..... Groton
252. Hoffman, Clifford Clark ..... Huron
264. Johnston, Lloyd B ..... Faulkton
364. Johnston, Ray Uriah ..... Huron
273. Lundberg, Charles Joseph ..... Alcester
281. Meigs, Leslie Wallace ..... Huron
348. Peek, Hazel Belle ..... Huron
305. Radcliffe, Rose Mary ..... Wolsey

365. Saunders, Albert Henry ..... Pontypool, England
315. Saxton, William Herbert ..... Huron
342. Wick, Wickel Albert (14) ..... Lake Preston

FRESHMEN

199. Andrews, Eulela E ..... Hurley
203. Baker, Harry M ..... Huron
378. Bern, Ellen ..... Sedgwick
212. Brown, Bessie ..... Huron
213. Brown, Mary Elva ..... Huron
216. Butt, S. McClellan ..... Groton
223. Culver, Laura Almira ..... Cavour
227. Davis, Leonard ..... Huron
381. Dickey, Mabel ..... Iroquois
232. Elliott, Crystal ..... Lemmon
240. Furman, Louise ..... Miller
243. Geib, Myrtis ..... Groton
246. Ham, Ruth ..... Piedmont
248. Hannum, Grace Abigail ..... St. Lawrence
253. Hogan, Julia Etta ..... Huron
261. Jacobsen, Helen ..... Pierre
262. Jahn, Otto ..... Sumner, Iowa
268. Kunii, Aya ..... Yoichi, Japan
271. Louder, Earl ..... Huron
274. Lundman, Alma ..... Verdon
275. Lynn, Hilda ..... Huron
284. Miller, Frances N ..... Groton
287. McEwen, Mildred ..... Huron
288. McKay, Jessie ..... Huron
293. Notson, Matie ..... Huron
294. Oviatt, Philip M ..... Huron
295. Oviatt, Thaddeus Walter ..... Huron
306. Reeves, Fay ..... Harrold
307. Reeves, Floyd ..... Harrold
312. Rossman, Dorothy ..... Highmore
318. Schroeder, Amy ..... Miller
323. Sorkilmo, Ida ..... Dell Rapids
324. Sparks, Vesta ..... Broadland
333. Trent, Estelle ..... Highmore
335. Vance, Donald ..... Huron
336. Vander Stein, George Frederick ..... Huron
337. Vandervoort, William Frederick ..... Lake Andes
338. Wass, Hazel (38) ..... Dell Rapids

ACADEMY

FOURTH YEAR

202. Babington, Melville ..... Whitewood
204. Barnes, Katharine Belle ..... Virgil

238. Floyd, Sadie A ..... Okobojo
385. Ingersoll, Harry ..... Huron
266. Kerr, Chester ..... Huron
267. Kesler, Lee ..... Hulett, Wyo.
280. Mateer, H. Stewart ..... Huron
292. Notestein, James ..... Huron
296. Palmer, Hayden R ..... Huron
317. Schoof, Joseph Ernest ..... Doland
319. Scofield, Perry L ..... Huron
325. Steffen, Amelia (12) ..... Iroquois

THIRD YEAR

197. Alley, Lola Murel ..... Huron
200. Andrews, Fred F ..... Huron
205. Bates, Raymond Minard ..... Gary
214. Bryant, Sarah Evelyn ..... Huron
225. Culver, Ollie Viola ..... Cavour
245. Greenwood, Lulu ..... Elkton
259. Ice, Francis W ..... Vayland
285. Miner, Isabel S ..... Cavour
286. Miner, Ruth E ..... Cavour
396. Musser, Lela ..... Deerfield
363. Myers, Floyd ..... Huron
308. Remde, Bernice K ..... Mansfield
327. Swafford, Gerald G ..... Huron
334. Ulrich, Carrie (14) ..... Colman

SECOND YEAR

377. DeBoer, Hilda ..... Pollock
229. Deeg, Neta ..... Huron
230. Drew, John R ..... Highmore
237. Ewing, Wilbur ..... Turton
256. Hoyt, Ruth Kimball ..... Huron
276. Madison, Charlotte V ..... Manchester
289. Nepodal, Kathryn ..... Academy
388. O'Farrell, Rolland ..... Piapot, Canada
297. Parkhurst, Mary I ..... Huron
301. Piper, Mamie A ..... LaDelle
314. Saathoff, Weert Harry ..... Blackstone, Va.
339. West, Charles P ..... Wessington
353. York, Troyet (13) ..... Huron

FIRST YEAR

206. Beggs, Richard Osborn ..... Huron
222. Culver, Altie Maie ..... Cavour
224. Culver, Leona ..... Cavour
228. Deeg, Averil V ..... Huron
234. Evensen, Peter ..... Huron

236. Ewing, Russell H ..... Turton
357. Ferguson, Laura ..... Belvidere
239. Franzen, Hazel ..... Esmond
249. Hannum, Nancie ..... St. Lawrence
265. Karam, Joseph Kalil ..... Sioux Falls
272. Lowe, Merritt ..... Huron
277. Madsen, Laura ..... Carpenter
290. Newman, Harold John ..... Cavour
291. Nicol, Marion Isabella ..... Pioneer
299. Phillips, Charlotte ..... Virgil
304. Preston, Gardner W ..... Hitchcock
351. Seliger, Myrtle G ..... Winfred
326. Streeter, Mollie ..... Huron
328. Taylor, Rodolphus ..... Huron
329. TeSelle, Minnie ..... Manhattan, Mont.
332. Timberman, Galen ..... Huron
401. Vochts, Clarence ..... Huron
340. Whaley, Cleworth ..... Colman
341. Whaley, Cyrus (24) ..... Colman

BUSINESS COLLEGE

COMMERCIAL

206. Beggs, Richard O ..... Huron
209. Bernard, Omer L ..... Jefferson
346. Cook, Robert S ..... Alpena
234. Evensen, Peter ..... Huron
235. Ewing, Dewey ..... Turton
394. Glennon, Dan C ..... Huron
397. Griffith, Robert W ..... Avon
389. Grover, Rollo D ..... Huron
247. Hancock, Ralph ..... Huron
366. Hebron, Glen A ..... Huron
251. Hewitt, Wallace W ..... Gettysburg
399. Hoffman, Frank ..... Lane
350. Jordan, Wesley ..... Iroquois
262. Kenner, Harry M ..... Britton
270. Launer, Hans ..... Huron
395. Manwaring, Harry ..... Huron
278. Marquardt, Amil J ..... Huron
405. Nordin, Esther ..... Huron
386. Oviatt, Guy D ..... Huron
297. Parkhurst, Mary I ..... Huron
298. Peterson, Edna ..... Virgil
304. Preston, Gardner W ..... Hitchcock
310. Richardson, Bert ..... Huron
352. Roberts, Wm. Barton ..... Huron

316. Schlachter, Guy L.....Gettysburg
326. Streeter, Mollie.....Huron
330. Thornton, Paul.....Malta Bend, Mo.
331. Tillotson, Lewis E.....Gettysburg
332. Timberman, Galen.....Huron
400. Tompkins, William H.....Huron
343. Wright, Carl.....Laurel, Nebr.
390. York, Clifford (32).....Huron

SHORTHAND

210. Bogenreif, Gladys.....Artesian
218. Christensen, Mabel.....Harrold
220. Connors, Ruth.....Huron
226. Dalquest, Nellie.....Huron
227. Davis, Leonard H.....Huron
243. Geib, Myrtis.....Groton
244. Goethel, Lila.....Huron
250. Hattell, Mona.....Huron
258. Heerman, Louise.....Huron
269. Lang, Irene.....Winona, Minn.
405. Nordin, Esther.....Huron
387. Ohm, Edna May.....Huron
313. Rylen, Ruth Renaldo.....Huron
314. Saathoff, W. H.....Blackstone, Va.
323. Sorkilmo, Ida.....Dell Rapids
384. Smith, Mildred E.....Huron
370. Wright, Ernest S., (17).....Huron

MUSIC

PIANO

198. Allison, Harriet.....White
407. Baumhoff, Blanche.....Huron
360. Blake, Marion N.....Huron
217. Carson, Harriot, Iris.....Huron
219. Clark, Elsie.....Highmore
222. Culver, Altie.....Cavour
223. Culver, Laura.....Cavour
230. Drew, John R.....Highmore
231. Ebert, Florence.....Huron
232. Elliott, Crystal.....Lemmon
240. Furman, Louise.....Miller
241. Gardner, Ethel May.....Huron
376. Green, Ora.....Eden
383. Grover, Mrs. R. O.....Huron
249. Hannum, Nancie.....St. Lawrence
254. Holton, Verl.....Huron
255. Holton, Keith.....Huron

391. Hyink, Lawrence ..... Manhattan, Mont.
369. Iverson, Una ..... Huron
372. Keeler, Isabelle ..... Huron
371. Lund, Beatrice ..... Huron
275. Lynn, Hilda ..... Huron
373. Lyon, Esther D ..... Huron
277. Madsen, Laura ..... Carpenter
281. Meigs, Leslie ..... Huron
282. Meigs, Wilbur ..... Huron
284. Miller, Frances ..... Groton
286. Miner, Ruth E ..... Cavour
374. Montgomery, Alice ..... Huron
396. Musser, Lela ..... Deerfield
300. Pinch, Margaret ..... Huron
306. Reeves, Fay ..... Harrold
308. Remde, Bernice ..... Mansfield
309. Rice, Grace ..... Faulkton
311. Roberts, Geo. Wesley ..... Pierpont
408. Roberts, Dorothy ..... Huron
406. Ross, Effie ..... Alpena
312. Rossman, Dorothy ..... Highmore
318. Schroeder, Amy ..... Miller
351. Seliger, Myrtle ..... Winfred
375. Spargur, Bertha ..... Huron
329. Te Selle, Minnie ..... Manhattan, Mont.
368. Thomas, Jessie ..... Huron
338. Wass, Hazel ..... Dell Rapids
344. Zuehlke, Martha, (45) ..... Britton

VOICE

378. Bern, Ellen ..... Sedgwick
382. Carlson, Emma ..... Carthage
359. Davis, Martha E ..... Huron
230. Drew, John R ..... Highmore
246. Ham, Ruth ..... Piedmont
252. Hoffman, Clifford C ..... Huron
284. Miller, Frances N ..... Groton
286. Miner, Ruth E ..... Cavour
288. McKay, Jessie ..... Huron
308. Remde, Bernice ..... Mansfield
318. Schroeder, Amy ..... Miller
398. Thomas, Dr. Benjamin ..... Huron
368. Thomas, Jessie E ..... Huron
409. Van Syckel, Mabel, (14) ..... Huron

VIOLIN

392. Hundling, Mrs. G. P ..... Huron
294. Oviatt, Philip M ..... Huron

349. Ringstad, Lizzie ..... Cottonwood
333. Trent, Estelle ..... Highmore
341. Whaley, Cyrus ..... (5) ..... Colman

'CELLO

330. Thornton, Paul ..... (1) . Malta Bend, Mo.

NORMAL PIANO

402. Bandy, Margaret ..... Huron
393. Bauman, Edythe ..... Huron
356. Brumwell, Gladys ..... Huron
403. Durfee, Grace ..... Huron
361. Foasberg, Katherine ..... Huron
354. Gardner, Helen ..... Huron
404. Hagen, Mary ..... Huron
358. Kirk, Elizabeth ..... Huron
380. Ohman, Helene ..... Huron
355. Reese, Mildred, (10) ..... Huron

THEORETICAL SUBJECTS

198. Allison, Harriet ..... White
217. Carson, Harriot ..... Huron
219. Clark, Elsie ..... Highmore
376. Green, Ora ..... Eden
369. Iverson, Una ..... Huron
396. Musser, Lela ..... Deerfield
306. Reeves, Fay ..... Harrold
309. Rice, Grace ..... Faulkton
311. Roberts, Geo. W ..... Pierpont
351. Seliger, Myrtle ..... Winfred
375. Spargur, Bertha ..... Huron
333. Trent, Estelle ..... Highmore
338. Wass, Hazel ..... Dell Rapids
344. Zuehlke, Martha (14) ..... Britton

1912 SUMMER SCHOOL

NO.	NAME	COUNTY	POST OFFICE
1.	Aasby, Marie	Hyde	Holabird
2.	Albrecht, Rosa C	Spink	Doland
3.	Alley, Floyd	Beadle	Huron
4.	Angle, Allena L	Beadle	Huron
5.	Babbitt, Lucille	Beadle	Huron
6.	Barnes, Mrs. G. C	Kingsbury	Iroquois
7.	Barnes, Katharine	Beadle	Virgil
8.	Barton, Edith J	Kingsbury	Esmond
9.	Beck, Mathilda	Beadle	Huron
10.	Bell, Jane	Beadle	Huron
11.	Bell, Mary	Beadle	Huron

NO.	NAME	COUNTY	POST OFFICE
12.	Benoit, Anna	Lawrence	St. Onge
13.	Bergeleen, Annie	Jerauld	Alpena
14.	Berger, Esther	Clark	Willow Lake
15.	Birkland, Nettie	Lincoln	Beresford
16.	Bloomenrader, Laura	Hughes	Blunt
17.	Boyd, Albert	Kingsbury	Hetland
18.	Brimmer, Veva M	Beadle	Huron
19.	Brown, Bessie	Beadle	Huron
20.	Brun, Marie	Beadle	Esmond
21.	Bryant, Evelyn	Beadle	Huron
22.	Bryant, Ruby	Faulk	Seneca
23.	Cheney, Ethel	Turner	Parker
24.	Clendening, Virgil	Kingsbury	Manchester
25.	Conner, Hattie	Spink	Redfield
26.	Conner, Louis	Spink	Redfield
27.	Cook, Nettie H	Beadle	Huron
28.	Coyle, Bertha	Clark	Carpenter
29.	Coyle, Beatrice	Clark	Carpenter
30.	Coyne, Agnes	Beadle	Huron
31.	Craig, Olive Mae	Beadle	Cavour
32.	Culver, Laura	Beadle	Cavour
33.	Curtis, Myrtle	Beadle	Virgil
34.	Dalthorp, Rosella	Lincoln	Sioux Falls
35.	Dickinson, Consuela	Beadle	Huron
36.	Dunlevy, Elizabeth	Stanley	Philip
37.	Dunlevy, Ellen Leah	Stanley	Philip
38.	Elder, Edna	Beadle	Cavour
39.	Elisenson, Ella A	Swift	Appleton, Minn.
40.	Ellis, Hazel May	Beadle	Esmond
41.	Engebos, Clementine	Beadle	Cavour
42.	Fadness, Carrie	Day	Butler
43.	Fenner, Chester A	Kingsbury	Esmond
44.	Fenner, Lillie A	Kingsbury	Esmond
45.	Fisher, Mayme	Beadle	Wolsey
46.	Floyd, Sadie A	Sully	Okobojo
47.	Foglesong, Hattie	Beadle	Hitchcock
48.	Foley, Ethelyn	Beadle	Huron
49.	Foote, Fannie E	McCook	Salem
50.	Frey, Bernice Vivian	Beadle	Huron
51.	Fryer, Lois	Spink	Doland
52.	Fuller, Candace	Hughes	Harrold
53.	Gallagher, Mamie A	Kingsbury	DeSmet
54.	Gallagher, Margaret E	Kingsbury	DeSmet
55.	Gates, E. B	Sully	Laurel
56.	Gehm, Alma	Kingsbury	De Smet
57.	Gilbert, Helen	Spink	La Delle
58.	Gildea, Eunice	McCook	Montrose

NO.	NAME	COUNTY	POST OFFICE
59.	Gilgore, Gertrude	Kingsbury	Esmond
60.	Glenn, Mary L	McCook	Marion
61.	Goethel, Lila	Beadle	Huron
62.	Goodrich, Ruth Alice	Beadle	Huron
63.	Gordon, Nellie E	Beadle	Huron
64.	Hanchett, Allene	Clark	Willow Lake
65.	Haug, Anna	Clark	Willow Lake
66.	Haug, Hilma	Clark	Willow Lake
67.	Healy, Katheryn	Minnehaha	Sioux Falls
68.	Hines, Ernest	Hand	Ree Heights
69.	Hixson, Sarah	Beadle	Huron
70.	Holmberg, Magdalene	Beadle	Huron
71.	Houghton, Marcus	Kingsbury	Osceola
72.	Houghton, Merl	Kingsbury	Osceola
73.	Howard, Frank	Clark	Willow Lake
74.	Hoyt, Ruth	Beadle	Huron
75.	Isaac, Gwylym	Beadle	Huron
76.	Jacobson, Amy	McCook	Salem
77.	Jeffers, Ira	Kingsbury	Esmond
78.	Jencks, Theodora	Clark	Willow Lake
79.	Jenson, Christina	Kingsbury	Oldham
80.	Johanson, Hilda L	McCook	Salem
81.	Johnson, Esther	Kingsbury	Arlington
82.	Johnston, Ray	Beadle	Huron
83.	Kaech, Rose	McCook	Salem
84.	Kauth, Margaret	Beadle	Cavour
85.	King, Elizabeth	Beadle	Huron
86.	Kinner, Celeste	Beadle	Huron
87.	Kintigh, Jessie	Hand	St. Lawrence
88.	Kirby, Pearle	Brookings	Aurora
89.	Kleppe, J. O	Fayette	West Union, Iowa
90.	Knudtson, Emma	Kingsbury	De Smet
91.	Kollman, Burdetta E	Beadle	Huron
92.	Kramer, Pearl	Hand	St. Lawrence
93.	Lamont, Mrs. M	Kingsbury	De Smet
94.	Leek, Nora E	Kingsbury	Esmond
95.	Lenzmeier, Adda E	Deuel	Goodwin
96.	Lindbloom, Otto A	Hughes	Blunt
97.	Linsemier, Mrs. Laura	Barrien	Galien, Mich.
98.	Lloyd, Meryl	Beadle	Huron
99.	Loftus, Irene	Beadle	Huron
100.	Lomheim, Gertrude	Sully	Onida
101.	Lord, Marion	Clark	Willow Lake
102.	Lowery, Louessa	Beadle	Cavour
103.	Mabee, Susie	Turner	Parker
104.	Madsen, Johanna	Spink	Carpenter
105.	Mannion, Margaret	McCook	Montrose

NO.	NAME	COUNTY	POST OFFICE
106.	Martin, Cora M	Kingsbury	Iroquois
107.	Martin, Minnie H	Kingsbury	Iroquois
108.	Martin, Nellie	Kingsbury	Iroquois
109.	Marvin, Marcia	Eau Claire	Fairchild, Wis.
110.	Mason, Florence M	Hyde	Holabird
111.	Mason, Jessie B	Hyde	Holabird
112.	Mateer, L. Pearl	Beadle	Huron
113.	Mateer, Stanley	Beadle	Huron
114.	Merrill, Grace	Yellow Medicine	Canby, Minn.
115.	Miner, Isabel S	Beadle	Cavour
116.	Mitchell, Emma	Brookings	Volga
117.	Mitchell, Nellie	Clark	Naples
118.	Moberg, Hilda L	Faulk	Miranda
119.	Moore, Mabel	McCook	Canistota
120.	Moore, Pearl	McCook	Canistota
121.	Morrison, Carrie Alice	Hand	Miller
122.	Muraine, Mary C	Beadle	Huron
123.	McCoy, Erma L	Stanley	Ottumwa
124.	McCoy, Izora	Stanley	Ottumwa
125.	McEwen, Mildred	Beadle	Huron
126.	McFarling, Nellie	Beadle	Wolsey
127.	McHugh, Mayme J	Beadle	Huron
128.	McLatchy, Mae	Turner	Hurley
129.	Nelson, Ella	Deuel	Goodwin
130.	Nepodal, Marie M	Charles Mix	Academy
131.	Nommensen, Ella	Clark	Raymond
132.	Odegard, Ida	Hyde	Sedgwick
133.	Olson, Nora	Clark	Willow Lake
134.	Osborn, Bernice	Beadle	Huron
135.	Palmer, Fred A	Cardiff	Wyndham, Wales
136.	Palmer, Hayden R	Beadle	Huron
137.	Parks, Dora W	Beadle	Huron
138.	Peet, Gail	Jerauld	Alpena
139.	Pfefferle, Pauline	Kingsbury	DeSmet
140.	Piehl, Martha	Beadle	Esmond
141.	Poppens, Peter H	Lincoln	Tea
142.	Quinlan, Agnes	Brookings	Aurora
143.	Reese, Mildred	Beadle	Huron
144.	Reese, Zella	Beadle	Huron
145.	Rhoads, Agnes A	Sanborn	Forestburg
146.	Richardson, Helen	Beadle	Huron
147.	Riemath, Herman J	Spink	Doland
148.	Riggle, Lottie M	Hughes	Blunt
149.	Riggle, Ruby U	Hughes	Blunt
150.	Robison, David B	Hand	Ames
151.	Romanoski, Josephine	Beadle	Wolsey
152.	Romine, Edith	Hughes	Blunt

NO.	NAME	COUNTY	POST OFFICE
153.	Rudd, Nellie	Moody	Colman
154.	Rudy, Katheryn A	Beadle	Cavour
155.	Rudy, Nellie G	Beadle	Cavour
156.	Russell, May	Potter	Lebanon
157.	Saathoff, W. H		Blackstone, Va.
158.	Sargent, Ina B	Kingsbury	Esmond
159.	Schultz, Minnie	Beadle	Wolsey
160.	Shearer, Myrtle	Kingsbury	DeSmet
161.	Sherwood, Lura	Spink	Doland
162.	Simanton, Gussie	Kingsbury	DeSmet
163.	Simanton, Vesta	Kingsbury	DeSmet
164.	Simpson, Ruby C	Beadle	Huron
165.	Sly, Gale L	Charles Mix	Platte
166.	Smith, Florence	Jerauld	Alpena
167.	Smith, Hattie	Stanley	Midland
168.	Spencer, Fern	Sully	Fairbank
169.	Sprague, Winette C	O'Brien	Paullina, Ia.
170.	Stablein, Harriet	Hanson	Alexandria
171.	Steffin, Amelia	Kingsbury	Iroquois
172.	Stephens, Blanche	Kingsbury	Iroquois
173.	Taylor, Rodolphus B	Beadle	Huron
174.	Thorpe, Cleata	Beadle	Huron
175.	Timberman, Leonora	Beadle	Huron
176.	Toland, Earl	Beadle	Huron
177.	Underwood, Miriam E	Clark	Willow Lake
178.	Urquhart, Marjorie	Beadle	Huron
179.	Vandervoort, Bessie	Charles Mix	Lake Andes
180.	Voskuil, Walter H	Sheboygan	Cedar Grove, Wis.
181.	Walklin, Libbie	Hamlin	Castlewood
182.	Welch, Addie	Hand	St. Lawrence
183.	West, Ethel	Kingsbury	DeSmet
184.	Westwoods, Phebe	Beadle	Huron
185.	Wick, Wickel A	Kingsbury	Lake Preston
186.	Winjum, Amy C	Clark	Willow Lake
187.	Winjum, Mae E	Clark	Willow Lake
188.	Winsell, Anna May	Hand	Miller
189.	Wolff, Allie	Hughes	Blunt
190.	Wright, Earl L	Kingsbury	Iroquois
191.	Wurfel, Clara	Beadle	Huron
192.	Yearons, Gladys	Stanley	Grandfield
193.	Zell, Anna	Beadle	Huron
194.	Zuehlke, Wanda	Marshall (194)	Britton

NOTE — Teachers of Beadle county who were in for Institute only are not included in the above list.

SUMMARY FOR 1912-1913

COLLEGE:			
Seniors	9		
Juniors	14		
Sophomores	14		
Freshmen	38		
		75	
ACADEMY:			
Fourth Year	12		
Third Year	14		
Second Year	13		
First Year	24		
		63	
NORMAL:			
All Normal students are classified with their respective classes in the Academy and the College departments.			
BUSINESS:			
Commercial	32		
Shorthand	17		
		49	
MUSIC:			
Piano and Pipe Organ	45		
Violin and other Stringed Instruments	6		
Voice	14		
Theoretical Subjects	14		
Normal Piano	10		
Less Duplicates	20	69	
Grand Total		256	
Less Duplicates		41	
Net Enrollment Sept. 1912, to June, 1913			215
SUMMER SCHOOL OF 1912:			
Total Registrations		194	
Less duplicates counted in preceding departments		21	
		173	
NET TOTAL for the year			388

SUMMARY OF STUDENT REGISTRATIONS FOR FIFTEEN YEARS

DEPARTMENTS	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-0	1910-1	1911-2	1912-3
College	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75
Academy	38	42	53	44	57	56	48	38	44	90	93	91	78	64	63
Normal	23	29	17	42	41	49	34	40	34	34	22	18	*	*	*
Business	41	39	42	57	75	59	66	73	56	85	102	115	98	92	49
Music	42	42	37	44	46	69	54	54	71	102	105	72	179	113	69
Art							19	10					23		
Elocution			63	37		12		7			25	11	19	34	
Night School				14											
Summer School				67	72	64	72	100	88	138	152	160	185	228	194
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388

* All Normal students are classified with their respective classes in the Academy and the College Departments.

CHRONOLOGY OF HURON COLLEGE

July 6, 1883 This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883 by the Presbytery during the spring meeting held at Huron, South Dakota.

Sept. 26, 1883 The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas S. Findley was president.

Oct. 11, 1884 The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."

Oct. 10, 1885 Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.

June 1, 1887 Frank A. Farrar, *first college graduate,* was graduated with the degree of A. B.

June 2, 1898 Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.

June 24, 1898 The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.

Sept. 20, 1898 First term of school opened at the new location—Huron South Dakota.

Dec. 29, 1898 Death of Dr. Blackburn at his home in Pierre, South Dakota.

1902 Campus of four blocks was offered by the Western Town Lot Company.

Jan. 22, 1903 Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.

Oct. 14, 1903 The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."

1903 Ladies College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.

December, 1903 Mr. Voorhees offered $15,000 towards the completion of the new dormitory which was named the Elizabeth R. Voorhees Dormitory for girls.

Oct. 8, 1904 The Elizabeth R. Voorhees Dormitory for girls, the first building erected on the new campus, was dedicated.

Feb. 7, 1905 Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.

CHRONOLOGY OF HURON COLLEGE—(*Continued*)

Nov. 7, 1905 The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.

Dec. 4, 1905 The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)

June 7, 1906 Laying of the corner stone of Ralph Voorhees Hall, the new central building.

Feb. 15, 1907 College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.

Oct. 5, 1907 Ralph Voorhees Hall, the new central building, was dedicated.

July 8, 1909 $15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.

Nov. 11, 1909 James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.

Mar. 25, 1911 Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.

May 25, 1911 General Education Board pledged $100,000 towards an Endowment Fund of $500,000.

Nov. 11, 1911 Campaign for an Endowment Fund of $500,000 was closed successfully.

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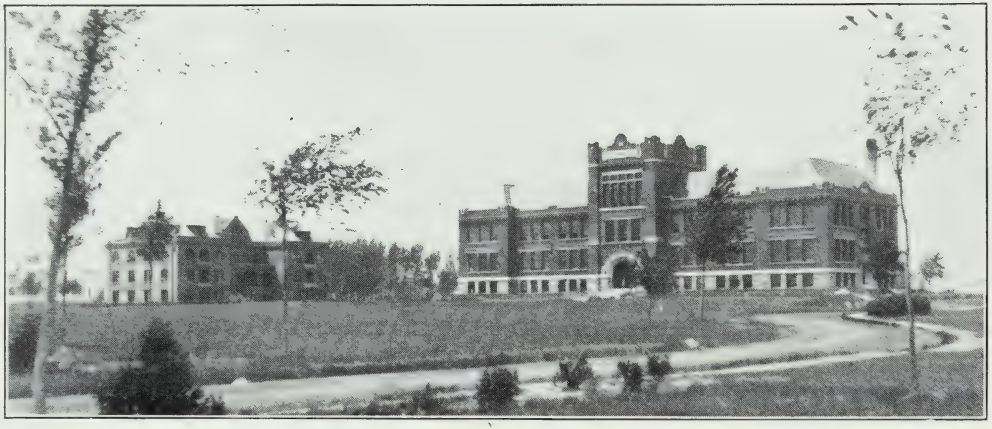
HURON COLLEGE

ANNUAL CATALOGUE
JUNE · 1914

■ ■ ■

ANNOUNCEMENTS
FOR 1914-1915

HURON · SOUTH DAKOTA



THE ELIZABETH R. VORHEES DORMITORY

THE RALPH VORHEES HALL

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XIV—NO. 1 HURON, SOUTH DAKOTA JUNE 1, 1914

Entered as second class matter April 8, '11 at the post office at Huron, S. D. under act of July 16, '94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President, or Mr. John I. Pasek, Office Secretary and Treasurer). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College .....

.....

(If real estate is to be conveyed, a full and legal description of property should be here given.)

ANNUAL CATALOGUE EDITION

JUNE 1914

Announcements for 1914-1915

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE, AND TO PUBLISH MATTERS of INTEREST IN CONNECTION with THE INSTITUTION

COLLEGE CALENDAR

1914

January

7. Wednesday, 8:00 a. m. ..... *Class Exercises Resume*
27-31. Tuesday to Saturday ..... *Mid-year Examinations*
31. Saturday, 4:00 p. m. ..... *End of First Semester*

February

3. Tuesday, 8:00 a. m. to 4:00 p. m. ... *Registration for Second Semester*
4. Wednesday, 8:00 a. m. ..... *Regular Class Exercises Begin*
5. Thursday ..... *Day of Prayer for Colleges*
6. Friday ..... *The F. H. Kent Orations Due*

March

2. Monday ..... *Last Day for Removal of First Semester Conditions*
20-21. Friday and Saturday *Annual State High School Basketball Tournament*

April

9. Thursday ..... *Annual Election of Officers of Students' Association*
15. Wednesday ..... *The F. H. Kent Oratorical Contest*
16-17. Thursday and Friday, 10:00 a. m. ..... *The Oliver Lectures*
26. Sunday ..... *Founders' Day*

May

11-12. Monday and Tuesday ..... *McClymonds Scholarship Examination*
15. Friday ..... *The Thomas Maynard Declamation Contest*
27. Wednesday, 4:00 p. m. ..... *Senior Vacation Begins*
30. Saturday ..... *Memorial Day Recess*

June

3-8. Wednesday to Monday ..... *Final Examinations*
7. Sunday, 10:30 a. m. ..... *The Baccalaureate Sermon*
8:00 p. m. ..... *The Y. M. C. A. Address*
8. Monday, 8:30 p. m. ..... *School of Music Recital*
9 Tuesday, 8:30 p. m. ..... *Senior Class Play*
10. Wednesday, 2:30 p. m. ..... *Annual Meeting of the Board of Trustees*
8:30 p. m. .....
Graduation Exercises of Academy and Commercial Departments
11. Thursday, 10:30 a. m. ..... *Thirty-first Annual Commencement*
8:30 p. m. ..... *President's Reception*
16. Tuesday, 10:00 a. m. ..... *Summer School Opens*

COLLEGE CALENDAR—*Continued*

July

25. Saturday.....*Summer School Closes*

September

21-22. Monday, 10:00 a. m. to Tuesday, 4:00 p. m.....
.....*Registration of Students*
23. Wednesday.....*First Semester Begins*
8:00 a. m.....*Registration Continued*
2:00 p. m.....*Opening Exercises in Chapel*
24. Thursday, 8:00 a. m.....*Regular Class Exercises Begin*

October

12. Monday.....*Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

26. Thursday.....*Thanksgiving Day Recess*

December

11. Friday.....*DeLand Oratorical Contest*
18. Friday, 4:00 p. m.....*Christmas Holidays Begin*

1915

January

5. Tuesday, 8:00 a. m.....*Class Exercises Resume*

February

2-6. Tuesday to Saturday.....*Mid-year Examinations*
6. Saturday, 4:00 p. m.....*End of First Semester*
9. Tuesday.....*Second Semester Begins*
8:00 a. m. to 4:00 p. m.....*Registration*
10. Wednesday, 8:00 a. m.....*Regular Class Exercises Resume*
11. Thursday.....*Day of Prayer for Colleges*
19. Friday.....*The F. H. Kent Orations Due*
22. Monday.....*Washington's Birthday*

COLLEGE CALENDAR—*Continued*

March

1. Monday.....*Last Day for Removal of First Semester Conditions*
12. Friday.....*The F. H. Kent Oratorical Contest*

April

6-7. Tuesday and Wednesday, 10:00 a. m.....*The Oliver Lectures*
8. Thursday.....*Annual Election of Officers of Students' Association*
26. Monday.....*Founders' Day*

May

10-11. Monday and Tuesday.....*McClymonds Scholarship Examination*
14. Friday.....*The Thomas Maynard Declamation Contest*
26. Wednesday, 4:00 p. m.....*Senior Vacation Begins*
30. Sunday.....*Memorial Day*

June

2-7. Wednesday to Monday.....*Final Examinations*
6. Sunday, 10:30 a. m.....*The Baccalaureate Sermon*
8:00 p. m.....*The Y. M. C. A. Address*
7. Monday, 8:30 p. m.....*School of Music Recital*
8. Tuesday, 8:30 p. m.....*Senior Class Play*
9. Wednesday, 2:30 p. m.....*Annual Meeting of Board of Trustees*
8:30 p. m.....
Graduation Exercises of the Academy and Commercial Departments
10. Thursday, 10:30 a. m.....*Thirty-second Annual Commencement.*
8:30 p. m.....*President's Reception*
15. Tuesday, 10:00 a. m.....*Summer School Opens*

July

24. Saturday.....*Summer School Closes*

CALENDAR FOR 1914

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BOARD OF TRUSTEES

1914

REV. J. P. WILLIAMSON, D. D.,
Greenwood, S. Dak.

REV. C. C. TODD,
Aberdeen, S. Dak.

REV. D. M. BUTT,
Britton, S. Dak.

REV. H. P. CARSON, D. D.,
Huron, S. Dak.

MR. W. I. ERWIN,
Groton, S. Dak.

MR. C. E. ANDREWS,
Hurley, S. Dak.

1915

MRS. JOHN L. PYLE,
Huron, S. Dak.

REV. J. S. BUTT,
Groton, S. Dak.

MR. T. J. HARVEY,
Huron, S. Dak.

MR. A. E. TAYLOR,
Huron, S. Dak.

MR. E. H. GRANT,
Huron, S. Dak.

MR. J. H. FARNSWORTH,
Hurley, S. Dak.

MR. W. S. HILL,
Mitchell, S. Dak.

1916

REV. A. C. McCAULEY,
Bridgewater, S. Dak.

HON. COE I. CRAWFORD,
Huron, S. Dak.

MR. A. K. GARDNER,
Huron, S. Dak.

MR. G. W. WRIGHT,
Huron, S. Dak.

REV. C. H. FRENCH, D. D.,
Chicago, Ill.

MR. E. L. ABEL,
Huron, S. Dak.

Ex-officio, REV. H. M. GAGE, *Huron, S. Dak.*

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MR. E. H. GRANT, - - - - - - - - - - *Vice-President*
REV. H. P. CARSON, - - - - - - - - - - *Secretary*
MR. J. I. PASEK, - - - - - - - - - - - *Treasurer*

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MR. E. L. ABEL, - - - - - - - - - - - *Chairman*
REV. H. P. CARSON, - - - - - - - - - - *Secretary*

MR. COE I. CRAWFORD
MR. A. K. GARDNER
MR. E. H. GRANT
MR. T. J. HARVEY
MR. G. W. WRIGHT
MRS. J. L. PYLE

REV. H. M. GAGE, *ex-officio*

FACULTY

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President, Philosophy

ELIZABETH REID, Ph. B.
German

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Apologetics

CHARLES W. HOCHSTETLER, A. M.
History, Political Science

* FRANK H. COWLES, Ph. B.
Latin

* RAY PRESTON BOWEN, A. B.
Romance Languages

H. FOSTER JONES, A. M.
English

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Chemistry

EDWARD W. DAVIDSON, A. B.
Physics, Mathematics

CORA A. BALL, A. B.
Dean of Women

HELEN V. CARSON, A. B.
Latin

EVERETT LEE HUNT, A. B.
Debate and Oratory

NELLIE PYLE, A. B.
Mathematics

RALPH J. GILMORE, A. M.
Biology

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* On leave of absence, 1914-1915.

FACULTY—*Continued*

SCHOOL OF MUSIC

.....

Director
Piano, Pipe Organ

CORA A. BALL
Voice

MABEL DICKEY
Piano, Normal Training

.....

Violin, Orchestra
Harmony, Theory, Musical History

BUSINESS COLLEGE

JOHNSTON M. NEILL, M. Accts.,
Principal

.....

Shorthand, Typewriting

KARL FROMM, M. Accts.,
Penmanship, Assistant in Commercial Subjects

ALVA E. TAYLOR
Lecturer on Commercial Law

ADMINISTRATIVE OFFICERS

HARRY MOREHOUSE GAGE
President

CHARLES W. HOCHSTETLER
Registrar

EDWARD W. DAVIDSON
Secretary of the Faculty

JOHN I. PASEK
Office Secretary and Treasurer

FLORENCE B. BRUCE
Office Assistant

MARY E SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

Administration—Gage, Hochstetler, Jones, Ball.

Absences—Davidson, Ball.

Athletics, Gymnasium—Hochstetler, Neill, Davidson, Ulrich.

Bible Study—Hoyt, Notestein, Gage.

Curriculum—Hoyt, Hochstetler, Jones, Ulrich.

Courses—Hochstetler, Ulrich, Gilmore, Pyle, Carson.

Forensics—Hoyt, Hunt, Gilmore.

Library, Literary Work—Notestein. Jones, Hoyt, Reid, McIntire.

Public Entertainments and Social Functions—Davidson, Ball, Reid.

Scholarship and Student Aid—Gage, Reid.

Student Publications—Jones, Pyle, Carson, Hunt.

HISTORICAL STATEMENT

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on condition that the total endowment should be made $500,000. On November 11, 1911, the half million-dollar subscription was completed. About $420,000 has already been collected and invested in farm mortgages.

PRESIDENTS OF PIERRE UNIVERSITY AND HURON COLLEGE

Rev. Thomas M. Findley (Pierre) 1883–1884
William M. Blackburn, D. D. (Pierre) 1884–1898
Calvin H. French, D. D. (Huron) 1898–1913
Harry Morehouse Gage, A. M 1913–

CHRONOLOGY

April 26, 1883 Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.

July 6, 1883 This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883 by the Presbytery during the spring meeting held at Huron, South Dakota.

Sept. 26, 1883 The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.

Oct. 11, 1884 The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."

Oct. 10, 1885 Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.

June 1, 1887 Frank A. Farrar, *first college graduate,* was graduated with the degree of A. B.

June 2, 1898 Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.

June 24, 1898 The resignation of Rev. Wm. M. Blackburn, D. D., LL.D., as president was accepted and Rev. Calvin H. French was elected president.

Sept. 20, 1898 First term of school opened at the new location—Huron South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory which was named the Elizabeth R. Voorhees Dormitory for girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.

GROUNDS, BUILDINGS, AND EQUIPMENT

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowatt, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library is housed in the two northeast rooms on the main floor of the Ralph Voorhees Hall. The larger room is used as a reading room, and the reference books, current magazines and newspapers are kept here, readily accessible to all. The smaller room is used as stackroom but it is entirely too small for our purposes at this time.

The library contains over 8,100 volumes classified according to the Dewey Decimal Classification, and catalogued by author, subject, and title. There are also a large number of Government documents, pamphlets, and unbound magazines. During the year 533 volumes have been added to the library. Of these about 300 volumes were gifts from various friends of the College, the remainder were purchased to supply the immediate needs of the various departments. The Olwin fund was used this year for the purchase of books for the Greek department. There were few large single gifts during the past year, the largest, aside from government publications, being 14 volumes from Rev. L. R. Bobbitt, Huron, S. Dak., and 10 volumes from Mr. A. T. Smythe, Charleston, S. C.

We are indebted to Mr. and Mrs. A. H. Olwin for the beginning of an endowment for the Library. Their gift of $1,000, to be used for the benefit

of the Library, was their part of the half million endowment subscription. Additional gifts for this purpose are earnestly desired.

The Library is receiving the following periodicals, about half of which are gifts, either from publishers or other friends:

Advocate of Peace
American Economist
American Issue
American Journal of Sociology
American Magazine
American Mathematical Monthly
Amethyst
Assembly Herald
Associate Teacher
Association Monthly
Atlantic Monthly
Bible Champion
Century Magazine
Christian Endeavor World
Christian Herald
Congressional Record
Continent
Current Opinion
Dial
Educational Review
Everybody's Magazine
Great Lakes Presbyterian
Harper's Monthly
Harper's Weekly
Harvard Alumni Bulletin
Healthologist
Huron Alphomega
Huron College Bulletin
Independent
International Conciliation Bulletin
Journal of Political Economy
Literary Digest
Living Age
Nation
National Geographic Magazine
North American Review
Our Dumb Animals
Outlook
Philippine Presbyterian
Physikalische Zeitschrift
Popular Science Monthly
Reader's Guide
Review of Reviews
Saturday Evening Post
Science
Scientific American
Scribner's Magazine
Smithsonian Institution, Miscellaneous Collections
South Dakota Educator
South Dakota Farmer
Survey
Ueber Land und Meer (For current use only)
U. S. Commerce and Finance, Monthly Summary
U. S. Documents Office, Monthly Catalogue of Government Document
U. S. Children's Bureau Publications
U. S. Bureau of Education Bulletins
U. S. Geological Survey Bulletins
U. S. Labor Bureau Bulletins
U. S. Library of Congress, State Publications
Wisconsin Library Bulletin
World Peace Foundation Publications
World's Work

DAILY NEWSPAPERS

Aberdeen Daily American
Chicago Record Herald
Huron Daily Huronite
Huron Morning Herald
Minneapolis Evening Tribune
Sioux Falls Argus Leader
Sioux Falls Daily Press
Sioux City Tribune

Besides the daily newspapers mentioned we are receiving regularly, as gifts, about 25 weekly newspapers from the various towns of South Dakota.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is furnished with specially made oak tables, each student's place being provided with gas and electricity. There is sufficient apparatus to illustrate all the important principles of Physics, and more will be added as the funds of the College will permit.

Biology—Much advanced work has been done in this department during the past year. Some new equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

Twelve rooms in the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage and by means of the freight elevator pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish wood work here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done including the weekly student paper, the College Bulletin, many blanks and much miscellaneous printing.

GENERAL INFORMATION

The City of Huron—Huron is located almost exactly at the center of the eastern half of the state. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east, and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

The town has grown rapidly during the past few years. It offers many advantages as a college community.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers all the affairs of the school. They meet statedly twice a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.....
....."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time, making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every Sunday afternoon, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

During the past three years the Association expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room during each year has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A high grade lecture course is managed by the Association each year. A creditable representation has gone each year both to the Cascade Conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Oratory—Training in Oratory is of the greatest possible importance. Wisdom without the ability to give it clear, convincing, and persuasive utterance is of little value save to him who has it.

In addition to the voluntary work done by individual students in preparation for local and state contests regular courses of instruction in Oratory are offered. Attention is called to these courses as they are described on a later page.

Two prizes are offered annually in local contests in Oratory held under the direction of the Instructor and the Students' Association.

The F. H. Kent prize of $25 is given annually by the friend whose name this contest bears. This prize is awarded to the winner of first place in the contest. In addition the Students' Association also offers a prize of $15 to the winner of second place and a prize of $5 to the winner of third place in the contest and gold and silver medals respectively to the winners of first and second places.

Mr. Charles E. De Land, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the De Land Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest. This contest promises to become an exceedingly valuable and interesting college event.

Debate—As a college discipline debate is comparable with Oratory. For many it may easily be of greater importance. He who can state and defend his own argument has the greatest possible advantage over an inarticulate opponent. The College therefore strives to give the best possible training to students in this field.

Mr. Hunt will be in charge of this work during the coming year and will offer regular courses in Debate and Argumentation. These courses are described on a later page. Intercollegiate debates are held from time to time and every possible opportunity is given for the development of the student's powers in this direction.

College Paper—During 1909-10 the name of the College paper was changed from "Purple and Gold" to "The Huron Alphomega," and it has been published since as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered by the friend whose name it bears to the winner of the home contest in oratory.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Charles E. De Land Prize Medal in Oratory. This medal is awarded annually as described under the head of Oratory in a previous paragraph.

The 1913 Class Prize in Debate. The college class of 1913 has established an annual prize of ten dollars for the best individual work in Debate. The conditions of the contest are to be prescribed by the Department of Debate and Oratory.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.

SCHOLARSHIPS

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL.D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four year courses and they must be prepared to meet the requirements for admission to the

Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

EXPENSES

TUITION

Regular Tuition—In the College, tuition is $50 per year, $25 payable each semester. This includes the usual incidental and library fees which amount to from $5 to $10 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in granting of the free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.

2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

3. These scholarships can not be transferred.

4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition including incidental fees for one year.

5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges who for the present year is Dr. Samuel H. Weir, of Mitchell. All requests and correspondence with regard to scholarships should be addressed to him.

7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $2.50 per week, provided that the

charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances young women are allowed to obtain board and room in private families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases those wishing to room outside of the dormitory must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $4.50 per week. Furnished rooms, without board and fuel, including laundry for bed and toilet, cost from 75 cents to $1.25 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in secur-

ing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College, a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises. The primary music students may be excused from paying this fee if they so desire. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of this fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contest, and (3) to all athletic games and contests of the College, not including the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$5.00 per semester
Inorganic Chemistry	6.00 per semester
Organic Chemistry	7.50 per semester
Physics	2.50 per semester
Botany	1.00 per semester
Biology	3.00 per semester
Zoology	3.00 per semester
Anatomy	6.00 per semester
Embryology	6.00 per semester
Histology	6.00 per semester
Human Physiology	3.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting. College students will pay a combined tuition fee of $30 per semester while taking one or more of the above named subjects.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $2.75 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$25.00	$25.00	$50.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.75 per week, 36 weeks			99.00
Laundry, about			10.00
Books, from $5 to $12			10.00
Students' Association Fee			5.00
Total			$210.00

Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$12.00 to $18.00 per semester		
Two lessons per week	18.00 to 27.00 per semester		

Note:—For further information about the fees in the special departments, see the accounts on pages 68 and 75.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents should write to the President or the Treasurer concerning arrangements.

GENERAL REQUIREMENTS

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work and, by continued failure, wastes his own time and that of his instructors, or, if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interests of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported

as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Commencement Orators—In the public exercises of commencement day, the graduating class shall be represented by two orators who have won first and second honors respectively in The De Land Oratorical Contest which is held in December of each year.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman Class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class without conditions, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Applicants who lack not more than two of the units required for admission may be classified as Freshmen with conditions. Such conditions must be removed before Junior ranking is given.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter. Later, by meeting all requirements for entrance to the Freshman class and for graduation, they may become candidates for a degree.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Ten Units.**

English	counting	3	units
Algebra	"	1½	"
Geometry	"	1	"
Science	"	1	"
History	"	1½	"
Foreign Language	"	2	"

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. **Elective Subjects, Five Units from the following list—no more than two in any one subject.**

English (advanced)	counting	1	unit
Algebra (advanced)	"	½	"
Solid Geometry	"	½	"
Ancient History	"	1	"
Mediaeval and Modern History	"	1	"
English History	"	½	"
American History and Civics	"	1	"
General History	"	1	"
Latin (elementary)	"	2	"
Cicero and composition	"	1	"
Virgil	"	1	"
Greek (elementary) and composition	"	1	"
Anabasis and Iliad	"	1	"
German (elementary)	"	2	"
German (advanced)	"	1	"
Physics	"	1	"
Chemistry	"	1	"
Botany	"	½	"
Zoology	"	½	"
Physiology	"	½	"
Physical Geography	"	½	"
Agriculture	"	½	"

DESCRIPTION OF ENTRANCE COURSES

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE, STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style, (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty may, of course, be substituted. Of the fifteen or more classics one third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning; 2. Coleridge's Rime of the Ancient Mariner; 3. Cooper's The Last of the Mohicans; 4. Dickens's A Christmas Carol; 5. Dickens's The Cricket on the Hearth; 6. Hale's The Man Without a Country; 7. Irving's Sketch Book (selections); 8. Longfellow's The Courtship of Miles Standish; 9. Lowell's The Vision of Sir Launfal; 10. Lyell's Travels in North America; 11. Poe's The Raven (and other poems); 12. Scott's Ivanhoe; 13. Scott's The Lady of the Lake; 14. Scott's The Lay of the Last Minstrel; 15. Shakespeare's As You Like It; 16. Stevenson's Inland Voyage and Travels with a Donkey; 17. Stevenson's Treasure Island; 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from The Spectator; the Sir Roger de Coverley Papers, etc.; 2. American Public Addresses (simpler examples of American Oratory); 3. Bryant's Thanatopsis (and other poems); 4. Bunyan's Pilgrim's Progress; 5. Burns's The Cotter's Saturday Night (and other simple poems); 6. Byron's Mazeppa (and other poems); 7. Dickens's A Tale of Two Cities; 8. George Eliot's Silas Marner; 9. Early English Ballads (Sir Patrick Spens, Cherry Chase, etc.); 10. Goldsmith's The Deserted Village (and other poems); 11. Goldsmith's The Traveler (and other poems); 12. Goldsmith's The Vicar of Wakefield; 13. Gray's Elegy in a Country Churchyard; 14. Hawthorne's The House of the Seven Gables; 15. Irving's The Tales of a Traveler (selections); 16. Lamb's The Essays of Elia (selections); 17. Lincoln's Speeches (selections); 18. Macaulay's Lays of Ancient Rome; 19. Parkman's The

Oregon Trail; 20. Poe's The Gold Bug (and other tales); 21. Pope's The Iliad (selected books); 22. Scott's Kenilworth; 23. Scott's Marmion; 24. Scott's The Talisman; 25. Shakespeare's A Midsummer Night's Dream; 26. Shakespeare's The Merchant of Venice; 27. Shakespeare's Much Ado About Nothing; 28. Shakespeare's Romeo and Juliet; 29. Shakespeare's The Tempest; 30. Shakespeare's Twelfth Night; 31. Southey's The Life of Nelson.

For the Third Year of Academy or High School: 1. Arnold's Poems (selections); 2. Arnold's Sohrab and Rustum; 3. Bacon's Essays (selections); 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work); 5. Browning's (Elizabeth Barrett) Poems (selections); 6. Byron's Childe Harold's Pilgrimage, Cantos I and II; 7. Chaucer's Prologue to the Canterbury Tales; 8. Chaucer's Knight's Tale; 9. Chaucer's Nun Priest's Tale; 10. Chaucer's Squiere's Tale; 11. Chesterfield's Letters (selections); 12. Cowper's The Task, Bks. I and II; 13. Curtis's The Public Duty of Educated Men; 14. Defoe's The Journal of the Plague; 15. De Quincey's Joan of Arc and The English Mail Coach; 16. De Quincey's The Flight of a Tartar Tribe; 17. Dryden's Alexander's Feast (and other poems); 18. Dryden's Palamon and Arcite; 19. Emerson's Essays (selections); 20. Emerson's Nature; 21. Franklin's Autobiography; 22. Goldsmith's She Stoops to Conquer; 23. Goldsmith's The Good-Natured Man; 24. Holmes's Poems (selections); 25. Irving's The Alhambra (selections); 26. Irving's The Life of Goldsmith; 27. Job; 28. Keats's The Eve of St. Agnes (and other poems); 29. Lamb's Essays of Elia (selections); 30. Pope's The Rape of the Lock and Epistle to Arbuthnot; 31. Ruskin (selections from works); 32. Ruskin's Sesame and Lilies; 33. Shakespeare's King Henry IV, Pt. I; 34 Shakespeare's King Henry V; 35. Shakespeare's King John; 36. Shakespeare's Julius Caesar; 37. Shakespeare's Othello; 38. Shelley's Poems (selections); 39. Spenser's The Faerie Queene, Bk. I; 40. Tennyson's Enoch Arden, The Palace of Art, and other poems; 41. Tennyson's The Idylls of the King; 42. Tennyson's The Princess; 43. Thackeray's The Roundabout Papers (selections); 44. Thoreau's Walden; 45. Wordsworth's Poems (selections from simpler lyrics); 46. Wordsworth's Michael.

For the Fourth Year of Academy or High School: 1. Arnold's Culture and Anarchy (selections); 2. Burke's Thoughts on the Present Discontents; 3. Burke's Reflections on the French Revolution (selected passages); 4. Burke's Speech on American Taxation; 5. Burke's Speech on Conciliation with the American Colonies; 6. Carlyle's Essay on Burns; 7. Carlyle's Heroes and Hero Worship (selections); 8. Emerson's The American Scholar; 9. Macaulay's Essay on Addison; 10. Macaulay's Essay on Lord Bacon; 11. Macaulay's Essay on Boswell's Life of Johnson; 12. Macaulay's Essay on Byron; 13. Macaulay's Essay on Warren Hastings; 14. Macaulay's Essay on Lord Clive; 15. Macaulay's Essay on Milton; 16. Macaulay's Essay on Samuel Johnson; 17. Milton's Minor Poems; 18. Milton's Paradise Lost (Bks. I, II); 19. Milton's Samson Agonistes; 20. Newman's (John Henry) Works (selections); 21. Pope's Essay on Criticism; 22. Shakespeare's King Henry VIII; 23. Shakespeare's Hamlet; 24. Shakespeare's King Lear; 25. Shakespeare's

Macbeth; 26. Shakespeare's King Richard III; 27. Shakespeare's The Winter's Tale; 28. Tennyson's In Memoriam; 29. Washington's Farewell Address; 30. Webster's First Bunker Hill Oration; 31. Webster's The Reply to Hayne; 32. Wordsworth's Prelude; 33. Wordsworth's The Excursion, Bk. I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(**a**) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs, (1 unit).

(**b**) *Algebra*, including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem, (1-2 unit).

(**c**) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle, (1 unit).

(**d**) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres, (1-2 unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History, (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time, (1 unit). Elementary course in English History, (1-2 unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition, (2 units). Six orations of Cicero, including four against Catiline; prose composition, (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody, (1 unit).

Greek—Grammar, Anabasis Book I, (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition, (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition, (2 units). An additional credit of one unit may also be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments, (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year, (1 unit).

THE COLLEGE COURSES

Courses—Two courses, the classical and scientific, are offered in the College. Each student on entering the Freshman class should plan to specialize in subjects which will enable him to complete one or the other of these courses. Graduates from the classical course will receive the degree, Bachelor of Arts; graduates from the scientific course will receive the degree, Bachelor of Science.

Graduation—A student's work in either course requires four years in residence (except for those admitted to advanced standing). Regular work for each student is normally four approved courses and Bible each semester. The number of semester hours required for graduation is a minimum of 128. The semester hour consists of one recitation, lecture period a week for one semester, it being understood that two laboratory periods shall count as one lecture period. Thus, a course which meets four times a week is reckoned four semester hours for a semester, eight for a year.

Candidates for a degree will be required to take Freshman Bible, English, and Mathematics; Sophomore Bible and History; Junior Apologetics, Economics, and Psychology; and Senior Ethics.

Candidates for the degree of Bachelor of Arts will be required to take, in addition to the general requirements, Freshman Latin and Greek and Sophomore Latin and Greek; also one year of science.

Candidates for the degree of Bachelor of Science will be required to take in addition to the general requirements four years of science; and, in case a candidate does not offer either French or German for entrance, three years of German and two years of French will be required for graduation.

FRESHMAN

Required in all courses

1	Bible, one semester	2
51-52	English	4
131-132	Mathematics	4

Additional requirements of candidates for degree of A. B.

121	Latin	4
91	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Science	4

SOPHOMORE

Required in all courses

2	Bible, one semester	2
101	History	4
	Science	4

Additional requirements of candidates for degree of A. B.

122	Latin	4
92	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Electives	4

JUNIOR

Required in all courses

3	Apologetics, one semester	4
151	Psychology	4
31	Economics, one semester	4
	Electives	7

SENIOR

Required in all courses

4	Ethics	3
	Electives	12

DEPARTMENTS OF INSTRUCTION

BIBLICAL HISTORY AND LITERATURE; APOLOGETICS; ETHICS

Professor Hoyt

The courses in Bible and the allied studies aim to find the fundamental meaning of the Bible story—the message to the individual and to the community from the long course of personal and national training in the Hebrew religious life; to show the relations of this story with the various systems of morals that have gradually come into the form of modern ethical theories; and to trace the approach of these theories towards the cardinal utterances of Christ—the First and Second Great Commandments.

The class room will be furnished with illustrative material and books of reference, maps of all the countries considered, charts, tables and pictures, together with descriptive texts of lands, peoples, and customs, so that an intelligent knowledge can be obtained of the background of Scripture history.

1. The Old Testament. Selected portions will be studied closely; the other parts will be covered by lectures to maintain the explanatory connections with the advancing history; studies in the biography of the leaders in their various services; a comprehensive study of the system of government and the rules of rational living developed among the Hebrews; the course of national development; the causes of disruption and defeat; the dispersion;

the Jewish spirit; the elements that survived all the disasters and entered into civilization; the Hebraistic contribution to religion. The poetry and the song of the Hebrews; their drama; prophecy; the penetrative power of the Hebraistic conceptions. This is followed by a concise outline of subsequent Hebrew history. *Required of Freshmen. Second semester. Two hours.*

2. **The New Testament.** The Messianic relation of the Old Testament with the New; the historical relations of the New Testament with other history; contemporaneous history; the self-revelation of Christ; His divine and human relations; His sympathy with every human life; the elements that made Him the most communicative of all beings; a comparative analysis of His teachings; His conception of the Kingdom of God; the character of the foundation that He laid; the cause of its permanence; the growth of the Kingdom; the perfect adaptation of His message to the advancing conceptions of life in each age. *Required of Sophomores. Second semester. Two hours.*

3. **Apologetics.** This course will embrace an examination of the historicity of the New Testament and a brief consideration of the grounds of theistic and Christian belief. *Required of Juniors. First semester. Four hours.* Dr. Notestein.

4. (a) **Ethics.** The history of ethics in theory and practice; the origin of morals; the advance from custom to conviction and choice; the foremost conceptions and explanations; individualism; socialism; Christian ethics. By text-books, lectures, references, discussions, and a thesis. *Required of Seniors. First semester. Three hours.*

4. (b) **Ethics.** Review of the leading types of modern ethical systems for the selection of fundamental and permanent principles applicable to modern moral issues, both individual and social; comparison of other ideals with the statements of Christ in the expression of His ideal of the Kingdom of God, or ultimate human society; the study of some of the ethical problems present in current experiences; the motive, method and aim of present ethical effort tested by some accepted ideal of ultimate attainment. The work will include discussions, debates on some vital problems, and a thesis. *Required of Seniors. Second semester. Three hours.*

BIOLOGY

Professor Gilmore

11. (a) **Biology**—A general survey of the more simple types of organic life, both plant and animal, from the standpoint of morphology, physiology, and development. *First semester. Three hours recitation and two hours laboratory work.*

12. (b) **Zoology**—This course includes a careful dissection of the types of each phylum of animal life with a study of the laws of development and outlines of classification. *Open to students who have completed course 11 (a). Second semester. Two hours recitation and four hours laboratory work.*

NOTE—The following electives are open to students who have completed course 11 (a):

13. Mammalian Anatomy—This course includes a careful dissection of the cat, with a comparative study of other forms. Davison's Mammalian Anatomy is the text used. *Given in* 1913-1914. *Elective. First semester. Three hours recitation and two hours laboratory work.*

14. Vertebrate Embryology—In this course the development of the chick is traced, and is supplemented by a comparative study of other forms. Serial sections are mounted by the class. Lillie's Development of the Chick is the text used. *Given in* 1913-14. *Elective. Second semester. Three hours recitation and two hours laboratory work.*

15. Animal Histology—This course consists of staining and mounting not less than one hundred slides with drawings and interpretation. Special attention is given to technique. Piersol's Normal Histology is the text used. *Given in* 1914-15. *Elective. Two semesters. Two hours recitation and four hours laboratory work.*

16. Human Physiology—It is assumed that students taking this course have a knowledge of chemistry and elementary physics. Special attention is given to physiological chemistry. *Given in* 1914-15. *Elective. Second semester. Three hours recitation and two hours laboratory work.*

CHEMISTRY

Professor Ulrich

21. Introductory Inorganic Chemistry—*First semester*: Study of the fundamental principles of Chemistry. Oxygen, hydrogen, nitrogen, ammonia, carbon, and the halogens taken up in detail. *Second semester*: Acids, bases and salts, sulphur and its compounds, oxides and acids of nitrogen, phosphorus and its compounds, reactions of the metallic ions. Unknowns over the metallic ions. Newth's General Inorganic Chemistry is used as reference. J. B. Garner's Outlines of General Inorganic Chemistry is used in the laboratory. *This course is open to all students who have had one year of high school physics. Two semesters. Two hours lecture and two hours laboratory.*

22. Qualitative and Quantitative Analysis—*First semester*: Reactions of acidic ions. Unknowns over acids and bases. Analysis of minerals. *Second semester*: Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and determine the strength of several solutions and to determine the value of unknown solutions. Newth's Manual of Qualitative and Quantitative analysis used in laboratory. *This course is open to all students who have completed Course 21. Two semesters. One hour lecture and three hours laboratory.*

23. Organic Chemistry—*First semester:* Molecular weight determinations. Preparation of aliphatic compounds. *Second semester:* Preparation of compounds of carbocydic series. Bernsthen's Organic Chemistry

is reference to lectures. Cohen's Laboratory Manual used in laboratory. *Open to students who have finished Courses 21 and 22. Two semesters. Two hours lecture and two hours laboratory work.*

24. Food Analysis—Complete analysis of water, milk, lard, vinegar, jams, jellies, baking powder, candies, etc. In this work the student becomes familiar with the most important and most recent methods of detecting adulterants in food-stuffs. Government Bulletins and Leache's Food Analysis are used in laboratory. *This course is open to students who have finished Courses 21, 22 and 23. Two semesters. Two hours lecture and two hours laboratory work.*

25. Advanced Quantitative Analysis—Analysis of coal, iron, steel, brass, bronze, alloys, lime-stone, feldspar and ores. The most recent methods are used in making these determinations. *Open to students having finished Courses 21 and 22. Two semesters. One hour lecture and three hours laboratory.*

ECONOMICS AND SOCIOLOGY

Professor Hochstetler

31. Economics—A general survey of the subject based on some text-book, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporation. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

35. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

President Gage

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

41. General Methods of Education—A consideration of principles underlying the science of teaching, and an application of the principles to special subjects. The meaning of instruction and its relation to education, the psychologic and the logical views of knowledge, are developed. The basis of method is laid in psychology, and from this point of view the general principles of method are developed. Methods of thinking, including inductive learning and teaching and deductive learning and teaching, are studied in order to give students some definite ideas on the psychology of studying and teaching. The function and conduct of the recitation is also considered. McMurry's The Method of the Recitation, Betts' The Recitation, Dewey's The Child and the Curriculum, James' Talks to Teachers, and Thorndike's Educational Psychology are held on the reference shelf of the Library for use by the class. *Elective open to Sophomores, Juniors, and Seniors. Second semester. Three hours.*

42. History of Education—In following the course of education through the different epochs of human culture an effort will be made to view the subject as an expression of the life of the people and times. The course is introduced with a few lectures on the civilizations and educational systems of the Egyptians, the Hebrews, the Indians, the Persians. Following these lectures lessons will be assigned from the text-book. The aim of the course is to give the student an appreciation of the very wide significance and meaning of education; a knowledge of the continuity of educational tradition and the theories underlying the succeeding periods in the development of education; and an acquaintance with the circumstances that gave rise to the chief problems of education, together with their historical solutions. At all times emphasis is placed on the relation between the development of education and the development of civilization. The time allotted for the course, one semester, is so brief that much of the material can be given only passing notice. However, considerable care will be given to note the principal contributions of the great educational reformers and emphasis will always be given to those problems and theories that have special bearing

on present educational problems in the United States. The text-book used is Monroe's A Brief Course in the History of Education. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

43. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual and environment. Considerable attention is given to the educational implications of the principles of organic and of social evolution. Education, training, instruction, and culture are distinguished. Typical statements of the aim of education are presented and criticised. The aim of education is determined by its meaning. The social aspects of education are carefully considered. In this connection a study is made of the primary instincts and their social value and of the relation of self-realization to social efficiency. The interrelation and interdependence of the various human institutions in the educational process is noted. In studying the course of individual development, attention is given to the interrelation of mind and body, individuality and temperament, growth and development of mind, the unity of mental life, instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with reference to the capacities of the individual, the nature of his environment, and his capacity for usefulness. Organization and administration of education are very briefly treated with reference to the problems of education in a democratic society. Bolton's Principles of Education, Ruediger's Principles of Education, Horne's The Philosophy of Education, Psychological Principles of Education, and Idealism in Education, O'Shea's Dynamic Factors in Education and Education as Adjustment, Thorndike's Principles of Teaching, and Sully's Teachers' Handbook of Psychology are at the command of students. For the purpose of papers and reports frequent reference is made to such works as Butler's Meaning of Education, Shaler's The Individual and The Interpretation of Nature, Fiske's Cosmic Philosophy, Drummond's The Ascent of Man, Swift's Mind in the Making, and Osborn's From the Greeks to Darwin. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

ENGLISH

Professor Jones

(a) English Language

51. Rhetoric and Composition—Text. Lectures. Discussions. Written exercises, with especial regard to the fundamental principles of prose writing, especially the unity, construction, and punctuation of the sentence and the paragraph. *Required of all Freshmen. First semester. Five hours.*

52. Rhetorical Analysis and Structure of Literary Forms—An elementary course in the writing and criticism of prose literature. Text. Reports. Discussions. Essays. Collateral library readings. Should be preceded by Course 51. *Required of all Freshmen. Second semester. Three hours.*

53. The Short-Story—A course in the theory and practice of the short-story as a fictional form. Lectures upon the development of the type, and upon its structural elements. Writing of short-stories and analysis of representative examples of the form. *Open to students who have had Courses 51 and 52, and to others in special cases. Second semester. Three hours.*

(b) English Literature

54. Elementary English Literature—A course in the analysis and criticism of the simpler forms of prose and poetry. Chief stress is laid upon poetry and its principles; but attention is also given to literary prose, especially critical. Lectures upon authors and periods. Library readings, reports, and essays. *Open to students who have had Courses 51 and 52 or their equivalent. Two semesters. Three hours.*

55. Shakespeare and the Drama—Dramatic art; the history and development of the English drama; Shakespeare and the growth of his art; representative plays from each period of this growth. Special study of Richard III, King Lear, and The Tempest. *Open to all students who have completed the Sophomore year. One semester. Three hours.*

56. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *Second semester. Three hours.*

57. Nineteenth Century Literature—A study of the literature in English from 1830 to 1900, with reference to the leadership in the thought of the nineteenth century. Special study of Emerson, Carlyle, Tennyson, and Browning; with collateral readings in Lowell, Newman, and Matthew Arnold. *Open to Seniors, and by special permission to Juniors. Two semesters. Three hours.*

58. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library readings, reports, discussions, and a thesis. Should be preceded by Course 54. *Open to Juniors and Seniors, and to others in special cases. First semester. Three hours.*

FRENCH

Professor Bowen

71. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

72. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas,

and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

73. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

74. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Molière. There will be a thorough study of the history and technique of the drama with special reference to the age of Molière. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

75. A Course in French Phonetics—With conversation and composition. *Three hours.*

GERMAN

Professor Reid

81. Beginning German—Gohdes and Buschek's Sprach- und Lesebuch, followed by Im Vaterland, with practice in speaking and writing German. *Open to Freshmen who enter without German; also to classical students who wish to elect German. Two semesters. Five hours.*

82. This course includes grammar review, composition, and conversation, with the reading of texts chosen to illustrate German life or German history. *Open to students who have completed Course 81, Academy Course 52, or two years of high school German. Two semesters. Four hours.*

83. The books read in this course are chosen with reference to different periods of German literature. *Open to those who have completed Course 82. Two semesters. Four hours.*

84. A course in composition and conversation, with such discussion of grammar as seems necessary. Given alternately with Course 83, if desired by a sufficient number.

85. (a) Study of the life and works of one of the classic authors.

(b) Nineteenth century literature. (a) and (b) will be offered in alternate years. *Open to students who have completed Course 83 or Course 84. Two semesters. Three hours.*

86. A normal course for those who expect to teach German. Practical phonetics, and a review of grammar with reference to teaching beginning classes. Outlines of German history and literature. *Open to students who have completed Course 83 or Course 84. Two semesters. Three hours.*

87. Scientific German—By means of a scientific reader and other simple texts, the student is made familiar with the vocabulary and sentence structure of scientific works. *Open to students who have completed Course 82. Two semesters. Three hours.*

GREEK

Professor Notestein

91. Freshman Greek—Freshmen who have not had Greek hitherto will be given the opportunity to take Beginning Greek, Course III in the Academy.

Those who have had Greek III and IV will have Course 91. (a) Plato: Apology and Crito. (b) Euripides—One of the plays of Euripides is read. Attention is given to peculiarities of inflection and construction. The play is also studied as a literary production. (c) Demosthenes. One or more of the shorter orations is read. The style is studied and the oration analyzed. *Two semesters. Four hours.*

92. Sophomore Greek—Sophomores having had only Course 93 will have Second year Greek, course 94; others will take Course 92. (a) The Phaedo or Protagoras. (b) Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus is read. Attention is given to the development of the play, study of characters, and the literary merit of the Greek drama. (c) Oratory—Demosthenes' De Corona will be studied with attention to style and rhetorical development. *Two semesters. Four hours.*

Junior and Senior Electives

93. Beginning Greek—This course corresponds with course III in the Academy. If, however, a sufficient number elect this work a special class will be formed, in order that the elements of Greek may be mastered in a shorter time than is usually allowed students in the Academy. Otherwise the students taking this course will be in the same class with students taking the Academy course III. *Open to any college student wishing to begin Greek. Two semesters. Five hours.*

94. Second Year Greek—This work is the same as that offered in course IV in the Academy, except that additional work suited to more advanced students is done. *Open to college students who have completed course 93. Two semesters. Five hours.*

95. Hellenistic—This course will involve a study of New Testament Greek and the Greek of the Alexandrian period. *Two semesters. Three hours.*

96. Social Life Among the Greeks—This course will involve a study of the manners, customs, home life, public life, and folklore of the Greek people. Text Book: Tucker's Life in Ancient Athens. *One semester. Three hours.*

97. Greek Literature and Antiquities—This course will involve a study of (a) Greek Literature, using Lawton as a basis, and (b) Antiquities. *One semester. Three hours.*

HISTORY

Professor Hochstetler

101. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present

time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. First semester, five hours. Second semester, three hours.*

Electives Open to Juniors and Seniors

102. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

103. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

104. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later European politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

105. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

106. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American National History will also be given.

ITALIAN

Professor Bowen

111. Italian I—Grammar and Composition. Bowen's Italian Reader. Goldoni's Il Vero Amico and La Locandiera. Modern prose. Emphasis will be laid upon the relation of the language to Latin. *Two semesters. Three hours.*

112. Italian II—Modern prose including De Amicis' Il Cuore. Manzoni's I Promessi Sposi. Selections from Dante's Divina Commedia. History of Italian Literature. Collateral reading. *Two semesters. Three hours.*

LATIN

Assistant Professor Carson

121. Freshman Latin—(a) Selections from the letters and philosophical writings of Cicero are read, including the De Senectute and De Amicitia. Emphasis is laid upon a thorough review and mastery of grammatical forms and usages and Latin Composition is introduced one day each week throughout the year. The tenets of the Stoic school are studied in connection with Cicero's writings. *One semester. Four hours.*

(b) The second semester of the Freshman year is devoted to Roman history. Selections from Livy are read, including Book V and parts of Book XXI. A careful analysis of social and political conditions in the Roman state during the early republican period is a feature of this course, together with a study of the qualities that made Livy a great historian. *One semester. Four hours.*

122. Sophomore Latin—(a) Two comedies of Plautus are read: the Captivi and Trinummus. (The Phormio of Terence may be substituted for either of the foregoing.) The peculiarities of the ante-classical period of writing are first mastered, and in connection with the comedies attention is paid to the sources, general nature, and dramatic quality of the Graeco-Roman plays. *One semester. Four hours.*

(b) The Satires and Epistles of Horace are read and a study of the Satiric style is made: of its development and its influence upon the Roman life of Horace's day. *One semester. Four hours.*

123. (a) **Latin Literature**—A general survey of Latin Literature from the earliest period to the reign of Trajan. *This course is open to all college students. One semester. One hour.*

(b) **Roman Life and Art**—This course includes a study of the family life of the ancient Romans, their amusements, education, morals, society and monuments. *Open to all college students. One semester. One hour.*

124. Beginning Latin—This course is the same as Latin I in the Academy. *It is offered as an elective to college students. Two semesters. Four hours.*

125. Second Year Latin—This course is the same as Latin II in the Academy. *It is offered as an elective to college students who have completed Course 124. Two semesters. Four hours.*

Junior and Senior Electives

126. (a) **Lyric Poetry**—A careful study of the Odes of Horace is made, considering both the literary excellence and metrical structure of his work. A comparison is made between the works of Horace and the works of the elegiac poets, Catullus, Tibullus, and Propertius. *One semester. Three hours.*

(b) **Historians of the Decline**—Selections from the works of several historians of the period are read, including the Germania and Agricola of Tacitus. The historical value of the works is emphasized and sufficient

time is given to the Latin of the Silver Age for understanding and appreciating the authors. *One semester. Three hours.*

127. Roman Drama—This course is intended to supplement and develop the work of the first semester of the Sophomore year. The peculiarities of the ante-classical period are further considered, together with the meters of Plautus and Terence. A number of the best comedies are read, including any or all of the following: the Aulularia, Rudens, Mostellaria, Miles Gloriosus, Bacchides, and Menaechmi of Plautus, and the Andria, Adelphoe, and Phormio of Terence. The class work is supplemented by papers prepared by members of the class upon assigned subjects.

The work in comedy is followed by some consideration of the Latin tragedy. Selection is made from the tragedies of Seneca, including the Medea, Troades, and Hercules Furens. *Two semesters. Three hours.*

128. Literary Study of Virgil—This course is planned for the preparation of teachers of Latin. The viewpoint is essentially broader than that from which the Aeneid is read in preparatory work. The Aeneid, Books I-XII, the Eclogues and the Georgics are read. *Two semesters. Three hours.*

MATHEMATICS

Assistant Professor Pyle

131. College Algebra—A rapid review and classification of the rules of elementary Algebra, followed by a detailed study of the subject matter of College Algebra will be the content of this course. *Required of all freshmen. First semester. Four hours.*

132. Trigonometry—This course is an introduction to the use and manipulation of trigonometric functions, with much emphasis placed upon the study of direction in its relation to the functional values. This course lays the foundation for more technical study of surveying and other engineering courses. *Required of all freshmen. Second semester. Four hours.*

133. Plane Analytical Geometry—This course is designed to extend the conception of the simple algebraic graph to the analysis of equations of first and second degree, including also the study of conic sections and their properties. *Prerequisites, Courses 131 and 132. First semester. Three hours.*

135. Differential Calculus—The course in Differential Calculus includes the formulae for differentiating standard types, and also the study of algebraic and trigonometric functions with reference to the nature of their curves. Agility in determining the roots, loops, and points of inflection of curves will be the primary aim of this course. *Prerequisites, Courses 131, 132, 133. Second semester. Three hours.*

136. Integral Calculus—Integral Calculus will deal largely with the reduction of integrable expressions to standard types for integration. This course will contain a short chapter on the determination of areas under curves, by means of the definite integral. *Prerequisites, Courses 131, 132, 133 and 134. First semester. Three hours.*

137. Differential Equations—This course is a study of the solution of equations containing the first and second derivatives of variables. *Prerequisites, Courses 134 and 135. Second semester. Three hours.*

138. Solid Analytical Geometry—This course will be an extension of Course 133, to cover three dimensional space. *Prerequisites, Course 133 and Solid Geometry. One semester. Three hours.*

139. Elliptic Integrals—This course, which deals with the solution of elliptic functions, is designed to follow Course 136; and, in this connection, will employ extensively the Legendre tables for integration. *One semester. Three hours.*

140. Theory of Equations—Burnside and Panton's text will be followed in this course. *Prerequisites, Courses 131, 132, 133 and 134. One semester. Three hours.*

MUSIC

Miss Tollefson

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

145. Harmony—Study of intervals and musical notation, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

146. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

147. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage

151. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own

conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The subject is presented topically in the following order: problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impulse, instinct, emotion, volition, interest, desire, the self, mental development, abnormalities of consciousness such as dreaming, hypnosus and insanity. Applications to the psychology of teaching and learning, mental hygiene, advertising, evidence, and other practical problems are emphasized whenever it is possible to do so. Students will find the course in elementary biology, No. 11(a), useful in preparing for this year's work. Members of the class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

152. Logic—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

153. Aesthetics—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impulse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course.

Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 151. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours.*

154. Philosophy—A course dealing with the problems and history of philosophy.

(a) Introduction to philosophy. This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b) History of Ancient and Mediaeval Philosophy. The rise and development of the various attempts to gain a comprehensive view of realty is traced through the Greek, the Greco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God. Weber's History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

155. Philosophy—A continuation of Course 154; a History of Modern Philosophy. It is desired that Courses 154 and 155 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours.*

PHYSICS

Professor Davidson

161. (a) Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective, open to all who have completed courses 131 and 132. First semester. Two hours recitation and four hours laboratory.*

162. (b) Electricity, Sound, and Light—This course is a continuation of 161 (a) and is conducted on the same plan. It affords a careful study of the fundamental principles which underlie all technical work along these lines. *Second semester. Two hours recitation and four hours laboratory.*

POLITICAL SCIENCE

Professor Hochstetler

171. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

172. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One semester. Three hours.*

173. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

174. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

PUBLIC SPEAKING

Assistant Professor Hunt

181. Expression—A course in the use of voice and action in speaking and reading. The relationship of mind to voice is emphasized. Selections from the fields of oratory, poetry, and the drama are read before the class. The province of expression in all art is studied. Curry's Imagination and the Dramatic Instinct, Phillip's Natural Drills with Selections, and Curry's Province of Expression are used as texts. *Open to Freshmen and Sophomores One hour. Two semesters.*

182. Argumentation—A study of the principles of debating. Analysis of propositions and brief drawing are given particular attention. Occasional debates on current questions are held. Foster's Argumentation and Debate is used as a text. *Open to Freshmen and Sophomores. One hour Two semesters.*

183. Oratory I—An elementary course in the principles of effective speaking. Special emphasis laid upon the construction of speeches. Ability to think before an audience will be cultivated. Phillip's Effective Speaking forms the basis of the course. *Open to Freshmen and Sophomores. One hour. Two semesters.*

184. Oratory II—The aim of this course is to produce sound thinking and clear, correct, and effective oral expression of the thought. Subjects are assigned in the fields of literature, art, science, and politics. The writing of the oration is studied. Part of the year is devoted to extemporaneous speaking. No text. *Open to Juniors and Seniors. One hour. Two semesters.*

185. Oratory III—A course in the preparation of various types of public addresses. Methods of gathering material discussed. Subjects for orations are brought before the class. Reading in current periodical literature is assigned. The aim of this course is to furnish ideas for effective speeches. No text. *Open to Juniors and Seniors. One hour. Two semesters.*

186. Contests—Credit is allowed for satisfactory work in the Oratorical contests and inter-collegiate debates. Such contests are considered as the equivalent of a one hour course.

SPANISH

Professor Bowen

196. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿Quién Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

197. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

THE ACADEMY

The Academy courses have in view two distinct objects: first, to prepare the student for further study either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course. With these ends in view, there are offered two general lines of study, the Academic and the Commercial-Academic. In the first, the work of first and second years is prescribed, and the studies fundamental to all sound education are required of every student. In the second, the effort is made to combine the advantages of a general elementary education with a knowledge of such subjects as are particularly needed in preparation for business life.

The last two years of the Academic course are made more flexible in character than the first two. Three groups or lines of study are marked out. In the first, which prepares for the full Classical course in College, both Greek and Latin are required. In the second, which prepares for the College course leading to the degree of B. S., German is substituted for Greek, Latin being required as in the first. The third line of study, also preparing for the College course leading to the degree of B. S., omits in these years, both Latin and Greek and provides for a certain amount of German and science in their place.

OUTLINE OF THE ACADEMY COURSES

The figure at the right indicates the number of recitations per week.

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
FIRST YEAR	First Semester	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Penmanship and Spelling....5 Algebra....5 Elementary Science....5
	Second Semester	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Penmanship and Spelling....5 Algebra....5 Elementary Science....4
SECOND YEAR	First Semester	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Bookkeeping....5 History....4 Geometry....5
	Second Semester	English....5 Latin....5 History....5 Geometry....5	English....5 Latin....5 History....5 Geometry....5	English....5 Latin....5 History....5 Geometry....5	English....5 Bookkeeping....5 History....5 Geometry....5

OUTLINE OF THE ACADEMY COURSES—Continued

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
THIRD YEAR	First Semester	Bible....2 English....3 Latin....5 Greek....5 History....5	Bible....2 English....3 Latin....5 German....5 History....5	Bible....2 English....3 German....5 Zoology....5 History....5	Bible....2 English....3 German....5 History of Com....5 History....5
	Second Semester	English....5 Latin....5 Greek....5 Algebra....5	English....5 Latin....5 German....5 Algebra....5	English....5 German....5 Botany....5 Algebra....5	English....5 German....5 Commercial Geo....5 Algebra....5
FOURTH YEAR	First Semester	Bible....2 Latin....4 Greek....5 Physics....5 English....4	Bible....2 Latin....4 German....5 Physics....5 English....4	Bible....2 German....5 Physics....5 English....4 Elective....4	Bible....2 Shorthand....5 Typewriting....5 German....5 English....4
	Second Semester	Latin....5 Greek....5 Physics....5 English....5	Latin....5 German....5 Physics....5 English....5	German....5 Physics....5 English....5 Elective....5	Shorthand....5 Typewriting....5 German....5 Commercial Law....5

Electives: English; Solid Geometry, *one semester;* Arithmetic, *one semester;* United States History, *one semester;* Civics, *one semester;* English History, *one semester;* Botany, *one semester.*

Note: For special subjects in the Commercial course see description of same subjects under the Commercial Department.

EXPLANATION OF ACADEMY COURSES

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other acquirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. Old Testament. The Bible story is followed from the beginning to the establishment of the monarchy, by means of selections from the narrative, including both the events and the characters most expressive of the Hebrew spirit: the creation; the transgression; the new beginning; the patriarchs; the bondage; the exodus; the wanderings; the entrance into Canaan; the conquest; the division; and the Judges. *Required of first year Academy students. Second semester. Two hours.*

II. The Old Testament History is completed, together with a brief outline of the Hebrew history connecting the Old with the New Testament. Portions of the poetry and the prophecies are examined as effective expressions of the religious life. The single monarchy; Saul, David, and Solomon; the early prophets; the divided kingdom; the kingdoms of Israel and Judah; the captivity of the ten tribes; the kingdom of Judah; the destruction of Jerusalem; the captives in Babylon; Cyrus the great; the return to Jerusalem; the restoration; the Old Testament canon; the subsequent history of the Jews to the destruction of Jerusalem by Titus. *Required of second year Academy students. First semester. Two hours.*

III. The life of Christ in the four Gospels. The preparation for the Christian era; the fourfold story, with characteristics of each; the Birth; the Child; the disciples; the Sermon; the various messages; the miracles; the personal interviews; the triumph; the sorrow; the victory; the departure. *Required of third year Academy students. First semester. Two hours.*

IV. The beginning of the Christian Church. The great awakening; the Gentiles; the zealous Saul; the devoted Paul; the missionary journeys

and the results; the epistles to the churches. The great events in Paul's life and the permanent results of his ministry are studied rather than the minute accounts of Paul's various movements and personal experiences. A concise outline of subsequent church history supplements this early history. *Required of fourth year Academy students. First semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this, there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester, three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

HISTORY

The aim of the required history courses in the Academy department is to give a general view of the history of the world. The American history and civics are elective courses. English history being thoroughly treated in the Sophomore course in college is likewise not required but offered as an elective.

II. (a) **Greek and Oriental**—This course consists of a brief account of the Oriental peoples followed by the history of Greece. In this course

as well as in the course on Roman history particular emphasis is placed on the geography of the ancient world.

(b) **Roman**—This is a general course on the history of Rome, designed to give the student an elementary knowledge of the customs and institutions of the Roman people.

(c) **Mediaeval**—A general survey of the progress of Europe from the downfall of Rome to the beginning of the 16th century.

Courses (a), (b), (c), are taken in turn. As much of course (c) will be completed as the time before close of the year will permit. *Second year Academy. First semester, four hours. Second semester, five hours.*

III. Modern—This course after briefly reviewing the leading facts of mediaeval Europe takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history. *Third year Academy. One semester. Five hours.*

IV. American—A topical study in American history designed to prepare the student for an advanced course in American politics. *Elective open to fourth year Academy students. One semester. Five hours.*

V. Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Elective to fourth year Academy students. One semester. Five hours.*

VI. A course in English history is offered for those who desire a better understanding of English history than is obtained from a general course in European history. It is recommended to those who do not expect to continue their studies after graduating from the Academy. *Elective open to fourth year Academy students. One semester. Five hours.*

LATIN

I. Beginning Latin—D'Ooge's Latin for Beginners is the text used. A thorough knowledge of the principles of syntax and word forms is acquired. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form,

prosody, scansion, rhetorical figures, and mythology. *First semester, four hours. Second semester, five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year of the Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *Required of second year Academy students. One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Required of third year Academy students who are preparing for the Classical Course in College. Two semesters. Five hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Required of the fourth year Academy students in the Classical Course. Two semesters. Five hours.*

GERMAN

III. Beginning German—Gronow's Jung Deutschland; Holzwarth's Gruss aus Deutschland; practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued; simple stories affording a good basis for conversation are read, with one classical work, usually Wilhelm Tell. *Two semesters. Five hours.*

MATHEMATICS

I. Algebra—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Required of first year Academy students. Two semesters. Five hours.*

II. Plane Geometry—(a) A study of triangles, circles, and methods of construction will be the content of this course. *Required of Second year Academy students. First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Required of all second year Academy students. Second semester. Five hours.*

III. Algebra—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Required of third year Academy students. Second semester. Five hours.*

IV. Solid Geometry—The application of the principles of plane geometry to three dimensional space. *An elective open to fourth year Academy students. One semester. Five hours.*

SCIENCE

I. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *Required of all first year Academy students. First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Required of all first year Academy students. Second semester. Five hours.*

III (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *Required of third year Academy students. First semester. Five hours.*

III (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stems, and leaves. The latter part of the course will be devoted to field work and plant analysis. *Required of third year Academy students. Second semester. Five hours.*

IV. Physics—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to make the student familiar with the method of true scientific investigation. *Required of all Academy students. Two semesters. Three hours lecture and recitation and two hours laboratory work.*

COMMERCIAL

I. History of Commerce—This course will begin with the ancient commerce of the Orient, tracing the commercial development of the Greeks and Romans. From this ancient period the history of business will be followed through mediaeval and early modern times down to the present. This study will show how different forces such as war, the progress of invention, supply and demand, control and sometimes entirely change the com-

merce of a nation. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

II. Commercial Geography—In the study of this subject the student will be shown how certain countries lead in certain pursuits and the reason for their leadership. He will also learn of the influence upon industrial progress of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions. He will study the influence of each as a factor in economic development. Beginning with the United States, the actual conditions existing in the different countries in the world and the forces that are operating for the continuance or the change of such conditions are studied. It is believed that this study will give the student a good foundation for whatever business he may choose to enter. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

For information regarding the other subjects in the Commercial-Academic course, see pages under Business College and School of Commerce.

HURON BUSINESS COLLEGE AND SCHOOL OF COMMERCE

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

The Commercial-Academic Course—For the more responsible and important positions, whether in business or clerical work, a broader foundation of general education is required than the short courses usually given in business or commercial schools afford. To meet this need a Commercial-Academic course is now offered in this department. In some subjects it coincides with the regular Academy and Normal courses. Certain subjects however, are omitted from these courses and the subjects of the Accounting course and the Stenographic course are substituted for them, making thus an admirable course for those who wish to prepare for business or clerical positions, and, at the same time, secure a broad general foundation for life's work. We would strongly advise those who wish to prepare themselves for important positions in business life to take this course.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic course, but who wish preparation in actual business methods. It covers one year of time and gives the student practical training for any ordinary business position.

The Stenographic Course—Modern business methods require a more and more extensive use of shorthand and typewriting. Competent stenographers find their services always in demand and many avenues of advancement open to them. This course covers one school year in time and gives a practical training in all the correlated subjects.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever-increasing call for stenographers and bookkeepers, particularly the former, to occupy positions under the government and we expect to be able to place our students in paying positions as fast as they become qualified to fill them.

OUTLINE OF THE COURSES

In the outline of the courses, the numbers at the left refer to the paragraphs following, where an explanation of the work required is given. The figures at the right indicate the number of recitations per week.

ACCOUNTING

First Semester

1	Introductory Bookkeeping	5
2	Business Practice	5
3	Accounting	5
5	Commercial Arithmetic	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5
6	Rapid Calculation	5

Second Semester

2	Advanced Accounting	5
3	Banking	5
3	Office Practice	5
5	Commercial Arithmetic	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
6	Rapid Calculation	5
4	Commercial Law	4

STENOGRAPHY

First Semester

11	Elements of Phonography	5
11	Dictation	5
12	Typewriting	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5

Second Semester

11	Advanced Dictation and Speed Practice	5
12	Typewriting	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
13	Stenographers' Office Practice	2

EXPLANATION OF COURSES

1. (a) Bookkeeping—Bookkeeping and Accounting consist of five courses: (1) Introductory, (2) Business Practice, (3) Accounting, (4) Banking and (5) Office Training.

The student is thoroughly instructed in regard to the principles of double and single entry Bookkeeping, including the handling of commercial paper, all transactions being recorded from vouchers received or issued. Each student assumes the position of bookkeeper and depends upon himself for advancement, as the instruction is individual. Special ruled books are used and adapted to different lines of business and such an extensive variety of transactions introduced as to familiarize the student with all the phases of business with which he may come in contact. The system of checking is such that an error in outgoing papers or in any record can be detected at once by the teacher in charge.

(b) **Farm Accounting**—A specialized course in Farm Accounting has been introduced, following the preparatory course in general business accounting and practice. The course covers the transactions of a represent-

ative farm through a period of an entire year and furnishes a live, practical and up-to-date business training for the young man who expects to make farming his life work.

2. **Actual Business Practice**—Students having performed the work in the introductory department are admitted to the business practice department. A large variety of transactions and agreements are introduced to give the students repeated drills in making historical entries, memoranda of contracts, and also to develop skill in writing business letters and business papers necessary in commercial transactions.

3. **Office Department**—Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, Real Estate, and Commercial Exchange. Advanced students are placed in charge and are held responsible for all business transacted with them. Each manager of an office is required to submit a weekly report, and at the expiration of the required time, all business affairs being satisfactorily attended to, the student is promoted.

College currency, special ruled books, blanks, stamps, letter press, and all necessary equipment, such as is required in the modern business office, are furnished in order to familiarize the student with every detail of office work.

4. **Commercial Law**—"Ignorance of the law excuses no man." It is our purpose to impart to our students a thorough knowledge of the principles of the common and statute laws pertaining to everyday business transactions. Our students are thoroughly familiarized with their liabilities and rights in their business intercourse in the business practice department.

This subject includes the law of contracts, negotiable and non-negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text-book is used, supplemented by the library of legal reference books belonging to the Department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the District Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, in Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education.

5. **Arithmetic**—This branch of mathematics, as a means of mental discipline, is invaluable in the development of the judgment and the reasoning faculties. Our students are instructed in the everyday problems that occur for daily solution in the store, office, shop or on the farm. The best short methods used in different lines of business receive careful attention. A practical text-book is used, supplemented by other texts and practical problems given by the teacher of this branch.

6. **Rapid Calculation**—All students are required to join the class in rapid calculation, which recites daily. Accuracy and rapidity are essential to every business man, especially to a young man or woman entering upon

a business career as an accountant or stenographer. Our students are drilled daily in mental arithmetic, rapid methods of addition, multiplication, division, computation of interest and discount; in fact, in all ordinary calculations.

7. English—The ability to express his thoughts clearly and forcefully is essential to the success of every young person who engages in business or in professional life, and the work in Business English has been outlined specially for those who expect to engage in business or in teaching commercial work.

Usage has fixed certain forms and arrangements of our language that have become accepted as correct and that must be observed by those who would speak and write correctly. The student must become familiar with this usage and be able not only to make the proper application of grammatical rules in determining correct forms, but also to cultivate the habit of choosing those forms which will best express his thoughts.

8. Correspondence—A large proportion of the business of today is transacted by mail, hence the importance of skilful letterwriting. Thorough drill is given in punctuation, spelling, penmanship, and form. The composition of approved types of business letters, replies, telegrams, and cablegrams is given careful study. The forms and exercises used are taken from actual business, and many letters are written which are carefully corrected and returned by the teacher in charge.

9. Spelling—Very few students are able to pass an entrance examination in this subject. The ability to spell without hesitation is essential to the amanuensis or office employee. Our students must enroll as members of the spelling class until able to pass a rigid test.

10. Penmanship—Good penmanship should be desired by all, and the ability to write a good business hand is essential to any young person intending to enter upon a business career. A well written letter of application, correct in composition and spelling, will attract the attention of an employer and secure a much desired interview, while a carelessly written, badly composed letter will be thrown into the waste basket.

Penmanship is taught by means of blackboard exercises and drills in daily periods of forty-five minutes each, and each student is required to hand in at least two pages of work prepared outside of class to the teacher in charge. Students are furnished the best penmanship publications, and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, our students learn to write a splendid business style and become proficient in rapid, tireless, muscular movement writing.

In addition to the course in business writing, a course in ornamental penmanship and card writing is offered to those who desire to become masters of the pen.

11. Shorthand—Shorthand is the key with which many young men have opened the door to success in professional, financial, and political life. It is a pleasant and profitable profession, and one who is competent has the assurance of steady employment, as there is an ever-increasing demand for stenographic help.

Students should have the equivalent of a high school or academic education before beginning the study of Shorthand, as the duties of a stenographer require a knowledge of affairs, and especially, thorough familiarity with the use of the English language. Many students who are deficient in this respect are able to remedy the defect by joining classes organized for this purpose and by a well directed course of reading.

A young person contemplating beginning a business career in a clerical capacity should by all means become proficient as an accountant, as well as a stenographer, owing to the fact that many business men require such clerical assistance and are willing to pay a proportionate salary.

12. Typewriting—Shorthand and typewriting go hand in hand. The usefulness of one without the other is impaired to a considerable extent.

We teach our students to use the Touch System, using a text containing graded lessons in which students are taught correct fingering from the very start. After having finished the introductory work, the student is required to copy forms of business, etc., preparatory to taking the same from dictation for transcription.

Students are familiarized with all copying and duplicating devices in use, and other details of office work. Neat, accurate work is rigidly insisted upon, a certain degree of rapidity being required.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. We deem it advisable for the student to become familiar with several different machines, for the reason that it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. We are prepared to supply almost any typewriter manufactured, if it is specially desired by the student.

13. Stenographers' Office Practice—Students of the Stenographic Course are given a systematic training in copying, manifolding, tabulating, follow-up systems, form letters, and the many other practical and useful things they should know.

This course is indispensable to the good stenographer and develops his proficiency as an office helper, so that when he enters practical business life he knows what to do and how to do it.

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	.....
*Room, Heat, Light in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $2.75 per week, 36 weeks			99.00
Laundry, about			10.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			.....
Students' Association Fee			5.00
Total			$220.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.

SCHOOL OF MUSIC

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has enjoyed quite an unusual growth, making it necessary to better the teaching force year by year as well as to add to the facilities for teaching and practice. There are now eighteen rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs. There are sixteen high grade pianos used in the department, ten of which were purchased during the past two years, including two Mason and Hamlin grands.

Because of this equipment which is unusually good for a school of this size, we are able to offer the best of musical advantages. Two things to which we would call especial attention are: First, The Normal Department for Advanced Students with the training classes for children. Second, The Artist Recital Course which during the past year has included such artists as Rudolph Ganz, Jaroslav Kocian and Christine Miller, Alice Nielsen, Reed Miller, and Rose Lutiger Gannon.

COURSES OF INSTRUCTION

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Graduate Course.
4. Normal Training Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study. To complete this course a student must have credits equivalent to those required for graduation from an accredited high school. All theoretical subjects will be counted in reckoning the equivalent of a high school course. Students who have not completed academic work two years in advance of the eighth grade of the common schools will not be allowed to study Harmony, Musical History, or Form Analysis.

The course is two years in length and consists of two lessons a week in Piano, Violin or Voice and the following theoretical course:

1st year—	Ear Training.
	Harmony.
	Musical History.
2nd year—	Ensemble.
	Harmony, ½ year.
	Harmonic Analysis, ½ year.
	Form Analysis.

At the end of the second year a recital program must be given from memory.

The Normal Training Course—Two years' training in this course is required for a full teacher's certificate. One year's teaching in this department is required of students who wish to complete the graduate course in piano. Children between the ages of eight and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on

musical pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given two forty-minute lessons a week divided into two twenty-minute periods, one for individual piano work, the other for class work. The class lesson consists of table work, elementary training in Intervals, Chords, and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby-Adams for the first-year classes. Sonatinas by Kuhlau, Clementi, etc., are given to the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester a public recital is given by the children. Any one wishing to teach will find this Department of very great help.

PIANO

PREPARATORY

New England Conservatory, Bk. 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

INTERMEDIATE

Czerny. Op. 821-(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

GRADUATE

Compositions by Bach, Chopin, Schumann, and modern composers Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos and concert. pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubenstein, and Grieg.

VIOLIN

A thorough course of instruction on the violin is provided by the college. The outlined theoretical work is required for graduation.

PREPARATORY

Wohlfart Elementary Violin School. Duets by Pleyel. Hohman Violin School, Bk. I. Easy solos in first position.

INTERMEDIATE

Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

GRADUATE

Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

ORGAN

The main requisite for the Organ student is a substantial foundation in piano technique. Allen's Pedal Technique and Dudley Buck's Studies in Pedaling are used, followed by Bach, Fugues and Mendelssohn Sonatas, and modern organ compositions.

VOICE

A syllabus of the course in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. Exercises by Concone, Panofka, Vaccai, and others are adhered to only in such cases as indicate a special need for their use. In short, it may be said, that the method used is the correct placing of the voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. The mechanism of the voice is explained as far as necessary.

Correct breathing, correct position in singing, and chest development lay the foundation of voice building.

The course of instruction is based on the Italian school of training the voice. The fundamental principle of the old Italian teachers was to poise the voice. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto," or beautiful singing.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

Study will be made of the interpretation of songs and ballads chosen from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma in vocal music, the pupil must complete the course in Harmony, Theory, and History of Music, and must also complete the intermediate course in instrumental music.

THEORY

Ear Training—1. Training of ear for Tone Perception. 2. Study of intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—This course covers two years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. Elective to Juniors and Seniors. Four semesters. One hour.

Musical History—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music, etc. Elective to Juniors and Seniors. Two semesters. One hour.

Ensemble—This valuable work is carried on as extensively as is feasible. Two or more pianos, violin and piano, trios, etc., are the combinations used.

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. *Elective to Juniors and Seniors. Two semesters. One hour.*

MADRIGAL CLUB

A Choral Organization is one of the vital features of a school and students should plan to support it and receive the benefits derived from good choral training. The Huron College Madrigal Club, consisting of sixty voices, was organized the latter part of October, 1910. This club gives two concerts a year, made up of part songs and oratorios, and is composed of students and residents of Huron.

In addition to the Madrigal Club we have Student Glee Clubs which have given some very creditable concerts. There is a plan this coming year to unite these two organizations and give an operetta worthy of the serious efforts of college students. This promises to be one of the most interesting features of choral work this year.

BAND

The College Band is one of the agencies which arouse an enthusiastic college spirit. The work of the band will be continued under the direction of an efficient leader. Anyone playing band instruments will do well to make application for membership in the band at once.

STUDENT RECITALS

Short, informal recitals are given by the students twice a month in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students. Attendance at the informal recitals is obligatory.

FACULTY RECITALS

Occasional recitals are given by different members of the faculty throughout the year to which the public is invited and which the students are urged to attend.

ARTIST RECITALS

The chief difference between music study in a big city and in a small city is the lack of high grade recitals and concerts in the latter. The world's great music can only be properly interpreted by great musicians and the expense attached to the importing of such artists is so great that it precludes their appearance in small cities. It is only through unceasing and undivided

effort that such musicians can be secured. Huron has been fortunate in having the Minneapolis Symphony Orchestra two seasons, and during the past year has heard three magnificent programs by world famous artists. The advantage to the students in hearing such artists as Rudolph Ganz, Jaroslav Kocian, Christine Miller, Alice Nielsen, Reed Miller and Rose Lutiger Gannon, cannot be overestimated.

MISCELLANEOUS

1. Lessons in the Music Department will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given on the Piano, Violin and other instruments. Class lessons in Harmony, Musical Form, and Counterpoint will be one hour each. Vocal lessons will be thirty minutes each.

2. All arrangements relating to the assignment of work, changing of lesson hours, and similar matters will be made at the office of the School of Music.

3. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to make these payments in due time, the matter should be properly reported to the President or the Treasurer before the student registers.

4. No deduction from the semester's bill will be made for temporary absence of pupils. Only in exceptional cases will any credit be allowed for missed lessons. In such cases, if previous notice of twenty-four hours is received, the lesson so lost may be given by special arrangement, at the convenience of the teacher, but only within the limits of the same semester. Any student who is tardy in reporting for his lesson will have the time deducted from his lesson and no credit will be allowed for time so lost. Students leaving during the semester will pay as per Schedule of "Tuition Rate for Short Periods" below.

TUITION

	PER SEMESTER OF 18 WEEKS	
FOR PRIVATE INSTRUCTION (Half-hour Lessons)	One Lesson a Week	Two Lessons a Week
Voice	$18.00	$27.00
Piano, Instructor No. 1	18.00	27.00
Piano, Instructor No. 2	12.00	18.00
Violin	18.00	27.00
Theoretical Subjects	18.00	27.00
IN CLASSES OF TWO OR MORE (One hour lessons)		
Harmony, Musical Form, Ear Training, Musical History, or Ensemble	$8.00	$15.00
Training Classes for Children (Normal Dept.)		7.00

OTHER FEES

Piano Rental for Practice:	Per Semester
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Room rent in the Voorhees Dormitory (for girls)	18.00
Table Board, about $2.75 per week	49.50
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
Students' Association Fee ($5 per year or)	3.00

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.25 per lesson from teachers whose semester rate is	$18.00
$1.00 per lesson from teachers whose semester rate is	12.00

THE SUMMER SCHOOL

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result should remember that the aim of the School is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics), Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularly scheduled. All courses of study required for the First Grade Certificate will be offered. Other courses of study and other subjects will be offered if desired by a sufficient number of students and if permitted by the time available.

EXPENSES

Tuition, term of six weeks	$ 8.00
Room rent, by the term at Voorhees Dormitory	4.00
Table board, if paid in advance by the term	15.00
Total for term of six weeks	$27.00

Those who are interested will receive the Summer School edition of the College Bulletin on sending a request to the President of the College.

DEGREES CONFERRED

JUNE, 1913

HONORARY

Rev. John Quincy Adams, Doctor of Divinity.
William K. Gillett, Litararum Humaniorum Doctor.

IN COURSE

Roy W. Abel, B. S.
James Adams, A. B.
Leo A. Borah, A. B.
E. B. Gates, B. S.
Everett L. Hunt, A. B.
Gwylym Isaac, A. B.
Fred A. Palmer, A. B.
Albert B. Sheldon, B. S.

DEPARTMENTAL GRADUATES

JUNE, 1913

ACADEMY

Melville Babington
Sadie A. Floyd
Mildred J. McEwen
Joseph E. Schoof
Perry L. Scofield
Amelia Steffen
M. Bryed Wilson

COMMERCIAL

Shorthand

Gladys M. Bogenreif
Ruth M. Connors
Leonard H. Davis
Myrtis L. Geib
Lila A. Goethel
Irene Lang
Ruth R. Rylen
Ida Sorkilmo

Commercial

Omar L. Bernard
Lewis E. Tillotson

MUSIC

Piano

Harriot I. Carson
Martha A. Zuehlke

Public School Music

Ora Green

COMMENCEMENT ORATORS

JUNE, 1913

"The Thinker" . . . . . Everett L. Hunt
"The Doer" . . . . . Fred A. Palmer

NOTE:—In the public exercises of commencement day the graduating class is represented by two orators appointed by the Faculty.

PRIZES AWARDED

1912-1913

The F. H. Kent prizes in Oratory

1. Hazel Belle Peek.
2. Everett L. Hunt.

The Charles E. De Land Prize in Oratory

1. Fred A. Palmer.

The Thomas Maynard Prizes in Declamation

1. Mary E. Brown.
2. Myrtis Geib.

The Robert C. Gibbs Prize for Scholarship

1. Roy W. Abel.

COLLEGE DEBATERS

1912-1913

Yankton at Huron: E. L. Hunt, Gwylym Isaac, A. B. Sheldon.
Brookings at Brookings: Gwylym Isaac, C. J. Lundberg, A. B. Sheldon.
Brookings at Huron: E. L. Hunt, J. M. Erwin, Floyd Reeves.

COLLEGE SPEAKERS

1913-1914

1. Fred B. Smith.....Oct. 21, 1913
2. R. M. Donaldson, D. D.....Feb. 6, 7 & 8, 1914
3. H. G. J. Koobs, M. D.....Feb. 19, 1914
4. Judge Chas. A. Pollock.....Mar. 26, 1914
5. Rev. H. W. Tilden, D. D.....April 16 & 17, 1914
6. Dean Shailer Mathews.....May 9, 1914
7. Rev. Wm. E. Roberts.....June 10, 1914
8. James A. Macdonald, D. D.....June 11, 1914

LIST OF STUDENTS

1913-1914

(The numbers refer to the bound volume of registrations)

COLLEGE

SENIORS

203.	Andrews, Joseph	Volga
211.	Bell, Jane Carmont	Huron
212.	Bell, Mary Sloan	Huron
378.	Bern, Gottfrid	Sedgwick
221.	Cooke, John J	Paterson, N. J.
253.	Hixson, Sarah	Huron
261.	Johnson, Myrtle	Hetland
359.	Johnston, Ray Uriah	Huron
265.	Knox, Alexander John	Monango, N. Dak.
279.	Martin, Glenn Oliver	Huron
282.	Merriman, Lloyd Lewis	Carpenter
412.	Rice, Grace	Faulkton
324.	Scruby, Delbert Kirby	Huron
327.	Sherwood, Clarence Emerson (14)	Doland

JUNIORS

201.	Allison, Harriett Ellen	White
220.	Clark, Elsie Elizabeth	Highmore
353.	Cook, Samuel Brice	Poland, Ohio
252.	Hixson, Louisa	Huron
260.	Johnston, Lloyd B	Faulkton
274.	Lundberg, Charles Joseph	Alcester
397.	Peek, Hazel Belle	Huron
305.	Radcliffe, Rose Mary	Wolsey
315.	Rudd, Nellie Ruth	Colman
318.	Saunders, Albert Henry	Pontypool, England
400.	Sheil, James Carl	Huron
334.	Thomas, Clement	Middlesbrough, England
348.	Wick, Wickel Albert (13)	Lake Preston

SOPHOMORES

202.	Andrews, Eulela	Hurley
382.	Baker, Harry M	Huron
215.	Brown, Mary Elva	Huron
218.	Butt, S. McClellan	Groton

223. Culver, Laura Almira ..... Cavour
233. Elliott, Crystal ..... Lemmon
234. Furman, Louise Fern ..... Miller
242. Ham, Ruth ..... Piedmont
244. Hannum, Grace Abigail ..... St. Lawrence
257. Jacobsen, Helen ..... Pierre
258. Jahn, Otto Ernest ..... Sumner, Iowa
379. Joseph, Ralph ..... Iroquois
266. Kunii, Aya ..... Yoichi, Japan
272. Louder, Earl Albert ..... Huron
290. McEwen, Mildred ..... Huron
291. McKay, Jessie ..... Huron
295. Notson, Matie ..... Huron
299. Oviatt, Philip M ..... Huron
389. Pinch, William Edwards ..... Huron
392. Reeves, Charles Everand ..... St. Lawrence
308. Reeves, Floyd ..... St. Lawrence
321. Schroeder, Amy ..... Miller
332. Sparks, Vesta A (23) ..... Huron

FRESHMEN

205. Baker, Harold ..... Huron
206. Barnes, Katharine Belle ..... Virgil
213. Bliss, Wilma Margaret ..... Huron
399. Blount, Ruth ..... Huron
219. Campbell, Roger ..... Aberdeen
352. Clegg, Annie Violet ..... St. Lawrence
226. Dean, Marietta McCabe ..... Huron
232. Endersbe, Gladys Margaret ..... Huron
235. Granger, Margaret Roe ..... Aberdeen
237. Guernsey, Edna Yvonne ..... Wolsey
357. Ice, Francis Worthington ..... Vayland
255. Ingersoll, Harry Leslie ..... Huron
263. Joseph, Inez Fredericka ..... Iroquois
268. Lindsey, Alta Ruth ..... Allen
270. Linka, Lydia ..... Tyndall
398. Lovelace, Wesley ..... Huron
292. McVey, Mary Ethel ..... Highmore
371. Mann, Harry ..... Huron
280. Mateer, Stewart ..... Huron
281. May, Gertrude Joann ..... Wessington Springs
283. Miner, Isabel Sutherland ..... Cavour
287. Murphy, Harold ..... Huron
373. Notestein, James Stoakes ..... Huron
300. Palmer, Hayden ..... Huron
301. Peck, Alice Elizabeth ..... Sioux City, Iowa
303. Poppens, Peter Heije ..... Tea

306. Radley, Florence Margaret ..... Hurley
309. Reiber, David Allen ..... Groton
311. Richter, Edward Henry ..... Dell Rapids
312. Roberts, George Wesley ..... Pierpont
314. Rowe, Esther ..... Huron
316. Russell, Julia Vera ..... Huron
320. Schoof, Joseph Ernest ..... Doland
323. Scofield, Perry Lee ..... Huron
330. Sorkilmo, Julia Amelia ..... Dell Rapids
331. Sorkilmo, Rugna Sophia ..... Dell Rapids
336. Thomas, Mary ..... Fedora
338. Tollefson, Maude ..... Elkpoint
343. Walther, Helena Anna ..... Lead
344. Wass, Hazel May (40) ..... Dell Rapids

ACADEMY

FOURTH YEAR

381. Andrews, Fred F ..... Huron
208. Bartlett, Harold ..... Leola
225. Culver, Olive Viola ..... Cavour
248. Henderson, Ruth Elberta ..... Wessington
277. Manwaring, Eula ..... Alpena
278. Manwaring, La Rue ..... Alpena
284. Miner, Ruth E ..... Cavour
288. Musser, Lela Emmeralda ..... Deerfield
289. Myers, Floyd Thomas ..... Huron
317. Saathoff, W. H ..... Blackstone, Va.
360. Ulrich, Carrie (11) ..... Colman

THIRD YEAR

198. Aasved, Kenneth ..... Leola
351. Bell, Ruth Anderson ..... Huron
214. Boe, Christian Jorgen ..... Hilmoe
370. Cook, Robert S ..... Alpena
227. De Boer, Hilda Elma ..... Pollock
254. Hoyt, Ruth Kimball ..... Huron
275. Madison, Charlotte ..... Manchester
415. Miller, Dottie Grace ..... Underwood
302. Piper, Mamie Amy ..... Carpenter
380. Rudd, Edith Laurie ..... Colman
328. Siddons, Glenn ..... Platte
405. Troxell, Russell (12) ..... Redfield

SECOND YEAR

197. Aasby, Ellen Olga ..... Holabird
222. Culver, Altie Maie ..... Cavour
224. Culver, Leona Lucia ..... Cavour
228. Deeg, Averil V ..... Huron
229. Deeg, Neta Hazel ..... Huron
243. Hanna, Hazel Grace ..... Carpenter
245. Hannum, Nancie Jane ..... St. Lawrence
256. Irwin, Edith ..... Lead
365. Karam, Joseph Kahl ..... Sioux Falls
276. Madsen, Laura ..... Carpenter
293. Newman, Harold John ..... Cavour
310. Richart, Anna ..... Wessington
337. Timberman, Galen Emerson ..... Huron
347. Whaley, Cleworth ..... Colman
346. Whaley, Cyrus (15) ..... Colman

FIRST YEAR

238. Gunn, Alice Marion ..... Alpena
239. Gunn, Elizabeth Muriel ..... Alpena
247. Heil, Helmuth ..... Avon
250. Hill, Philip ..... Huron
385. Krueger, Hans Louis ..... Yale
403. Lindsey, John Hunter ..... Allen
273. Lowe, Merritt ..... Huron
367. Mohr, Golda Anna ..... Miller
368. Parris, William Fred ..... Creighton
375. Russell, Elizabeth Martha ..... Philip
376. Schriever, Albert Frederic ..... Onida
326. Shepard, June Adele ..... Alpena
333. Sunderman, Emma Florence ..... Cavour
369. Tams, Harry Earl ..... St. Lawrence
341. Wallace, Harry Floyd ..... Alpena
342. Wallace, Mabel Lela ..... Alpena
361. York, Clifford James (17) ..... Huron

BUSINESS COLLEGE

COMMERCIAL

382. Baker, Harry M ..... Huron
396. Bales, Oliver Loren ..... Dale, N. Dak.
216. Brumwell, Clifford ..... Huron
230. Drew, John R ..... Highmore
391. Evensen, Peter M ..... Virgil

354. Grover, Rollo D.....Huron
395. Hart, Byron L.....Hitchcock
247. Heil, Helmuth.....Avon
251. Hillyer, Clio G.....Huron
262. Jones, Claude.....Doland
385. Krueger, Hans.....Yale
269. Linka, John A.....Tyndall
273. Lowe, Merritt.....Huron
415. Miller, Dottie Grace.....Underwood
367. Mohr, Golda.....Miller
413. Oviatt, Guy D.....Huron
300. Palmer, Hayden R.....Huron
402. Poppens, William.....Tea
304. Powers, Luella E.....Huron
383. Roberts, William Barton.....Huron
375. Russell, Elizabeth.....Philip
319. Schervem, Henry O.....Cavite
320. Schoof, Joseph E.....Doland
376. Schriever, Albert F.....Onida
390. Schuler, Lillian.....Tolstoy
384. Schultz, Charles Fred.....Huron
414. Strong, Fred.....Virgil
369. Tams, Harry E.....St. Lawrence
401. Thompson, Howard Earl.....Wessington
337. Timberman, Galen E.....Huron
340. Van Arsdale, James R.....Huron
341. Wallace, Harry F.....Alpena
342. Wallace, Mabel L.....Alpena
345. Weier, Fred A.....Huron
346. Whaley, Cyrus W.....Colman
361. York, Clifford James (36).....Huron

SHORTHAND

204. Babington, Melville.....Whitewood
210. Beggs, Richard O.....Huron
217. Bunt, Grace.....Huron
370. Cook, Robert S.....Alpena
236. Griffith, Robert W.....Avon
249. Henion, Joseph.....Huron
256. Irwin, Edith.....Lead
358. Iverson, Una.....Huron
259. Jensen, Anna.....Huron
267. Lambert, Ward.....Wessington
271. Longstaff, Lillian.....Huron
274. Lundberg, Charles J.....Alcester
406. Manwaring, Harry F.....Huron
377. Markey, Harold W.....Huron

393. Marquardt, Amil J.....Huron
285. Morrow, Una Fern.....Miller
286. Munro, Gladys.....Wilmot
287. Murphy, Harold J.....Huron
294. Nordin, Esther.....Huron
297. Ohm, Edna May.....Huron
389. Pinch, William E.....Huron
322. Schroeder, Anna.....Huron
329. Sohn, Elmer Louis Fred.....Huron
330. Sorkilmo, Julia.....Dell Rapids
331. Sorkilmo, Sophie.....Dell Rapids
343. Walther, Helena.....Lead
349. Wing, Vera.....Huron
350. Yourdon, Emma B. (28).....Huron

MUSIC

VOICE

386. Boots, Mrs. J. H.....Huron
353. Cook, S. B.....Poland, Ohio
230. Drew, John R.....Highmore
236. Griffith, Robert.....Avon
242. Ham, Ruth.....Piedmont
251. Hillyer, Clio G.....Huron
284. Miner, Ruth.....Cavour
321. Schroeder, Amy.....Miller
325. Seliger, Myrtle.....Winfred
328. Siddons, Glenn.....Platte
404. Swafford, Rita.....Huron
335. Thomas, Jessie (12).....Huron

PIANO

200. Alley, Hazel.....Huron
206. Barnes, Katharine.....Virgil
207. Barnes, Mary.....Virgil
220. Clark, Elsie.....Highmore
223. Culver, Laura.....Cavour
227. DeBoer, Hilda.....Pollock
234. Furman, Louise.....Miller
362. Gardner, Ethel.....Huron
363. Gardner, Helen.....Huron
235. Granger, Margaret.....Aberdeen
418. Granger, Mary.....Aberdeen
394. Gunnison, Viola.....Bancroft

245. Hannum, Nancie ..... St. Lawrence
246. Harris, Mary ..... Wessington
355. Holton, Kieth ..... Huron
356. Holton, Verl ..... Huron
256. Irwin, Edith ..... Lead
358. Iverson, Una ..... Huron
264. Kirk, Elizabeth ..... Huron
270. Linka, Lydia ..... Tyndall
366. Lund, Beatrice ..... Huron
275. Madison, Charlotte ..... Manchester
276. Madsen, Laura ..... Carpenter
364. Meigs, Wilbur ..... Huron
372. Meyers, Gertrude ..... Huron
284. Miner, Ruth ..... Cavour
288. Musser, Lela ..... Deerfield
292. McVey, Mary ..... Highmore
293. Newman, Harold J ..... Cavour
302. Piper, Mamie ..... Carpenter
416. Reese, Mildred ..... Huron
325. Seliger, Myrtle ..... Winfred
326. Shepard, June ..... Alpena
335. Thomas, Jessie ..... Huron
339. Tucker, Marguerite ..... Huron
344. Wass, Hazel ..... Dell Rapids
346. Whaley, Cyrus (37) ..... Colman

NORMAL PIANO

199. Ackley, Leora ..... Huron
209. Bauman, Edythe ..... Huron
409. Birks, Chester ..... Huron
408. Carroll, Marjorie ..... Huron
388. Carson, Mary ..... Huron
231. Durfee, Grace ..... Huron
240. Hagen, Electa ..... Huron
241. Hagen, Mary ..... Huron
264. Kirk, Elizabeth ..... Huron
296. Ohm, Bertha Lavina ..... Huron
298. Ohman, Helene ..... Huron
307. Reese, Sheldon ..... Huron
313. Rossman, Gertrude ..... Huron
374. Styer, Kathleen ..... Huron
407. Wahlgren, Lawrence ..... Huron
411. Walton, Dorothy (16) ..... Huron

PIPE ORGAN

417. Null, Gertie (1) ..... Huron

VIOLIN

410. Brandmire, Lloyd ..... Huron
387. Tenney, Adah (2) ..... Iroquois

THEORETICAL SUBJECTS

200. Alley, Hazel ..... Huron
220. Clark, Elsie ..... Highmore
223. Culver, Laura ..... Cavour
234. Furman, Louise ..... Miller
251. Hillyer, Clio G ..... Huron
358. Iverson, Una ..... Huron
292. McVey, Mary ..... Highmore
312. Roberts, George Wesley ..... Pierpont
384. Schultz, Charles ..... Cavour
325. Seliger, Myrtle ..... Winfred
326. Shepard, June ..... Alpena
339. Tucker, Marguerite ..... Huron
344. Wass, Hazel (13) ..... Dell Rapids

1913 SUMMER SCHOOL

147. Aaron, Annabelle ..... Arlington
1. Ackerman, Helen ..... Huron
2. Alley, Floyd ..... Huron
4. Anderson, Edna ..... Huron
186. Anderson, Ida C ..... DeSmet
3. Anderson, Mabel Rosella ..... Highmore
5. Angle, Allena L ..... Huron
169. Axlund, Rose ..... Bates
6. Barton, Edith J ..... Esmond
7. Bawdon, K. M ..... Ree Heights
172. Baysinger, Alpha ..... Iroquois
8. Bearry, Julia ..... Draper
9. Beck, Mathilda ..... Huron
148. Blake, Goldie ..... Arnott
149. Blake, Laura ..... Arnott
157. Blakely, Mary E ..... Brookings
11. Bloomenrader, Laura ..... Blunt
10. Bloomenrader, Nettie ..... Blunt
13. Boe, Christian J ..... Hilmoe
12. Bolan, Edith ..... Iroquois
14. Borden, Faye ..... Blunt
15. Borgeson, Ellen J ..... Willow Lake
16. Brant, Winifred ..... Athol

17. Bryant, Evelyn ..... Huron
18. Buck, Bessie ..... Lewiston
19. Bulger, Bessie R ..... White
20. Callahan, Grace J ..... DeSmet
21. Carrington, Mildred ..... Wessington
22. Carroll, Hattie ..... Huron
183. Christensen, Julia ..... Huron
23. Christensen, Susie ..... New Hampton, Iowa
24. Coldren, Harriett ..... Huron
25. Cole, Gladys ..... Huron
173. Cook, R. S ..... Alpena
26. Cooper, Grace ..... Harding
27. Costello, Eunice V ..... Bancroft
190. Coyle, Beatrice ..... Carpenter
28. Crawford, Effie ..... DeSmet
29. Cullen, Una L ..... Midland
187. Culver, Altie ..... Cavour
188. Culver, Laura ..... Cavour
163. Culver, Ollie ..... Cavour
174. Cummings, Eta ..... Miller
158. Dahl, Bertha ..... Huron
34. Daugherty, Bertha L ..... Wessington
30. Davidson, Bertha ..... Mellette
31. Derr, Olive ..... Carpenter
32. Dickinson, Consuelo ..... Huron
33. Dobson, Ida J ..... Carthage
35. Eierman, Louise ..... Doland
36. Estes, Fern A ..... Wall
150. Evans, Lillian M ..... Poplar, Mont.
37. Evenson, Grace ..... Highmore
38. Evensen, Lena ..... Rapid City
39. Fagrelius, Victoria ..... Osceola
40. Fenner, Chester A ..... Esmond
41. Fenner, Lillie ..... Esmond
42. Fernan, Katherine ..... Cavour
43. Findley, Lucia ..... Huron
44. Fisher, Mayme ..... Wolsey
175. Forgard, C. J ..... Huron
45. Freeburg, Myrtle ..... Carpenter
164. Gardner, Ethel ..... Huron
165. Gardner, Helen ..... Huron
159. Gavin, Rose ..... Willow Lake
46. Gibson, Lottie Viola ..... Ree Heights
47. Gilgore, Gertrude ..... Esmond
49. Grambsch, Rose ..... Alpena
50. Graves, Ida ..... Raymond
184. Graves, Lucinda ..... Denver, Colo.

48. Groom, Della ..... Des Moines, Iowa
51. Hart, Julia C ..... Duncan
191. Haug, Anna ..... Willow Lake
192. Haug, Hilma ..... Willow Lake
52. Hayes, Kathryn ..... Alpena
53. Heemeyer, Berend F ..... Castlewood
176. Heitland, Freda ..... Wolsey
54. Heitland, Kate ..... Wolsey
55. Helleckson, Matilda ..... Presho
56. Higgins, Edith M ..... Blunt
57. Hinsvark, Inga ..... Brandt
58. Hofer, John J ..... Carpenter
59. Hoffman, Clifford ..... Huron
151. Hoy, Mrs. O. J ..... Carpenter
60. Hulbert, Elsie ..... Wessington
170. Jensen, Clara ..... Bates
61. Jones, Inez ..... Wall
62. Jones, Jennie ..... Huron
166. Johnston, Ethel ..... Huron
177. Johnston, Ray U ..... Huron
63. Karlman, Florence J ..... Willow Lake
64. King, Esther ..... White
65. King, Elizabeth ..... Verdel, Nebr.
178. Kirk, Elizabeth ..... Huron
66. Kline, Clarice E ..... Alpena
67. Knapp, Roy A ..... Bonilla
68. Knox, Helen ..... Alpena
69. Kunii, Aya ..... Yoichi, Japan
152. Lamont, Minerva ..... DeSmet
70. Leek, Nora ..... Esmond
179. Lenzmeier, Adda ..... Goodwin
71. Leslie, Helen M ..... Huron
72. Lewis, Florence ..... Erwin
73. Lockwood, Gladys ..... Huron
74. Loftus, Irene ..... Huron
75. Lomheim, Gertrude ..... Onida
76. Lowery, Louessa ..... Forestburg
153. Lund, Beatrice ..... Huron
77. Lundman, Alma ..... Groton
180. Lyon, Esther ..... Huron
161. Madsen, Johanna ..... Carpenter
181. Martin, Cora M ..... Iroquois
78. Martin, Minnie ..... Iroquois
79. Martin, Nellie M ..... Iroquois
162. May, Dorsey D ..... Willow Lake
82. Mitchell, Alice E ..... Clear Lake
83. Morford, Fay ..... Afton

84. Morrison, Carrie A.....Hitchcock
193. Murphy, May E.....Brookings
85. Murray, Gertrude C.....Alpena
160. McDonald, Ora.....Hamill
80. McDonough, Kate.....Huron
81. McGarvey, Florence.....Minneapolis, Minn.
86. Nepodal, Kathryn S.....Academy
87. Nepodal, Marie M.....Academy
89. Newcome, Lauretta.....Yale
88. Newcome, Lucy.....Yale
90. Nordgren, Hannah.....Arlington
91. Nordgren, Nils.....Arlington
92. Northey, Laura.....Spearfish
93. Olson, Gertrude.....Broadland
194. Olson, Nora.....Willow Lake
94. Overturf, Vera.....Doland
95. Ozee, Mrs. Mary B.....Huron
96. Palmer, Hayden.....Huron
97. Palmquist, Edith.....Salem
154. Parkhurst, Mary I.....Huron
98. Pease, Lucy.....Kennebec
167. Petricka, Ema.....Clearfield
168. Petricka, Marie L.....Clearfield
99. Piehl, Martha M.....Huron
100. Poppens, P. H.....Tea
101. Powers, Ethel.....Dell Rapids
102. Radcliffe, Amy.....Moenville
182. Rice, Grace.....Faulkton
103. Riemath, Herman J.....Doland
104. Ridout, Grace.....Aurora
105. Riggle, Lottie M.....Blunt
106. Riggle, Ruby U.....Blunt
107. Robinson, Bernice.....Huron
171. Robison, David.....Miller
108. Roerig, Anna Margaret.....Cavour
109. Rogers, Anna M.....Wessington
110. Romine, Cleda A.....Blunt
185. Ross, Effie.....Alpena
112. Rossman, Dorothy.....Highmore
111. Rossman, Gertrude.....Huron
113. Rother, Hildegard.....Huron
114. Saathoff, W. H.....Blackstone, Va.
115. Sargent, Carrie M.....Esmond
116. Short, Agnes.....Platte
117. Shrewsbury, Emma.....Harding
118. Sikkink, Lloyd.....Castlewood
119. Sivertsen, Sena.....Bailey

120. Skinner, Martha ..... Willow Lake
121. Snell, Luella ..... Roy
122. Stephens, Blanche ..... Iroquois
123. Streeter, Mollie ..... Huron
124. Styer, Kathleen ..... Huron
195. Swafford, Rita ..... Huron
196. Tenney, Adah ..... Redwood Falls, Minn.
129. Timberman, Leonora ..... Huron
125. Timberman, Lima ..... Huron
126. Toland, Earl ..... Huron
127. Toland, Verga O ..... Huron
128. Tredway, Dorothy M ..... Huron
130. Tyrell, Werner ..... Bancroft
131. Ulrich, Carrie ..... Colman
155. Ulrich, Nellie A ..... Colman
132. Vandervoort, Bessie ..... Lake Andes
133. Waldner, Joseph ..... Huron
134. Warriner, Goldie ..... Blunt
156. Wayman, Blanche ..... Red Lodge, Mont.
135. Webb, Grace ..... Lake Preston
136. Weischedel, Minnie ..... Lewiston
189. Wellington, Isadore ..... Wolsey
137. Wencel, Clara ..... Huron
138. Westover, Louise ..... Blunt
139. Westover, Wingra ..... Blunt
140. Whitmore, Sarah J ..... Doland
141. Whitmore, Isabelle ..... Doland
142. Williams, Mabel ..... Bonilla
143. Winjum, Amy C ..... Willow Lake
144. Winter, W. J ..... Huron
145. Young, Isa E ..... Nemo
146. Zuehlke, Martha (196) ..... Britton

NOTE—Teachers of Beadle county who were in for Institute only are not included in the above list.

SUMMARY FOR 1913-1914

COLLEGE:

Seniors	14		
Juniors	13		
Sophomores	23		
Freshmen	40		
		90	

ACADEMY:

Fourth Year	11		
Third Year	12		
Second Year	15		
First Year	17		
		55	

NORMAL:

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS:

Commercial	36		
Shorthand	28		
		64	

MUSIC:

Piano and Pipe Organ	38		
Violin and other Stringed Instruments	2		
Voice	12		
Theoretical Subjects	13		
Normal Piano	16		
Less Duplicates	15	66	
Grand Total		275	
Less Duplicates		53	
Net Enrollment Sept., 1913, to June, 1914			222

SUMMER SCHOOL OF 1913:

Total Registrations		196	
Less duplicates counted in preceding departments		20	
			176
NET TOTAL for the year			398

SUMMARY OF STUDENT REGISTRATIONS FOR SIXTEEN YEARS

DEPARTMENTS	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-0	1910-1	1911-2	1912-3	1913-4
College	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90
Academy	38	42	53	44	57	56	48	38	44	90	93	91	78	64	63	55
Normal	23	29	17	42	41	49	34	40	34	34	22	18	*	*	*	*
Business	41	39	42	57	75	59	66	73	56	85	102	115	98	92	49	64
Music	42	42	37	44	46	69	54	54	71	102	105	72	179	113	69	66
Art	.....	.....	.....	.....	.....	.....	19	10	.....	.....	.....	.....	23	.....	.....	.....
Elocution	.....	.....	63	37	.....	12	.....	7	.....	.....	25	11	19	34	.....	.....
Night School	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summer School	.....	.....	.....	67	72	64	72	100	88	138	152	160	185	228	194	196
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398

*All Normal students are classified with their respective classes in the Academy and the College Departments.

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MARSHALL-JACKSON COMPANY, CHICAGO

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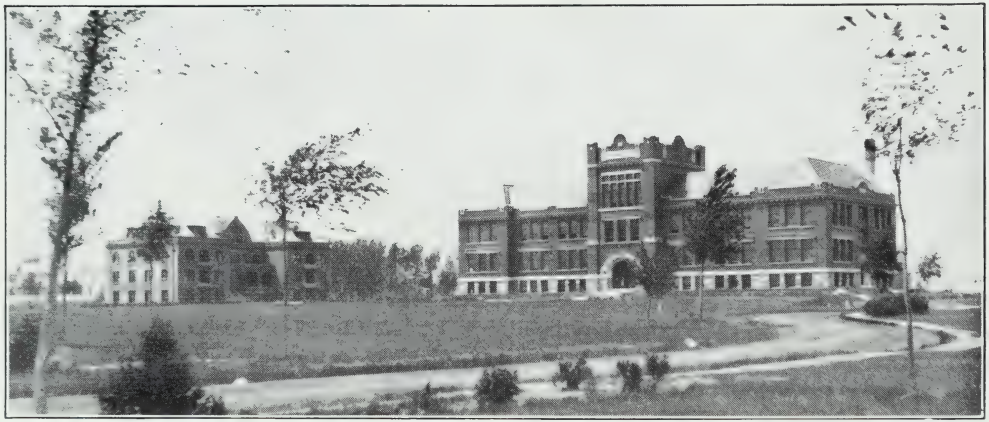
HURON COLLEGE

ANNUAL
CATALOGUE
JUNE, 1915

ANNOUNCE-
MENTS FOR
1915-1916

HURON, SOUTH DAKOTA



THE ELIZABETH R. VORHEES DORMITORY THE RALPH VORHEES HALL

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XV—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1915

Entered as second class matter April 8, '11 at the post office at Huron, S. D. under act of July 16, '94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President, or Mr. John I. Pasek, Office Secretary and Treasurer.) Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College_____

(If real estate is to be conveyed, a full and legal description of property should be here given.)

Annual Catalogue Edition

June, 1915

Announcements for 1915-16

THE PURPOSE of THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE, AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

COLLEGE CALENDAR

1915

January

5. Tuesday, 8:00 a. m. ..... *Class Exercises Resume*

February

2-6. Tuesday to Saturday ..... *Mid-year Examinations*
6. Saturday, 4:00 p. m ..... *End of First Semester*
9. Tuesday ..... *Second Semester Begins*
8:00 a. m. to 4:00 p. m ..... *Registration*
10. Wednesday, 8:00 a. m ..... *Regular Class Exercises Resume*
11. Thursday ..... *Day of Prayer for Colleges*
19. Friday ..... *The F. H. Kent Orations Due*
22. Monday ..... *Washington's Birthday*

March

1. Monday ..... *Last Day for Removal of First Semester Conditions*
12. Friday ..... *The F. H. Kent Oratorical Contest*

April

6-7. Tuesday and Wednesday, 10:00 a. m ..... *The Oliver Lectures*
8. Thursday ..... *Annual Election of Officers of Students' Association*
26. Monday ..... *Founders' Day*

May

10-11. Monday and Tuesday ..... *McClymonds Scholarship Examination*
14. Friday ..... *The Thomas Maynard Declamation Contest*
26. Wednesday, 4:00 p. m ..... *Senior Vacation Begins*
30. Sunday ..... *Memorial Day*

June

2-7. Wednesday to Monday ..... *Final Examinations*
6. Sunday, 10:30 a. m ..... *The Baccalaureate Sermon*
8:00 p. m ..... *The Y. M. C. A. Address*
7. Monday, 8:30 p. m ..... *School of Music Recital*
8. Tuesday, 8:30 p. m ..... *Senior Class Play*
9. Wednesday, 2:30 p. m ..... *Annual Meeting of Board of Trustees*
8:30 p. m .....
Graduation Exercises of the Academy and Commercial Departments
10. Thursday, 10:30 a. m ..... *Thirty-second Annual Commencement*
15. Tuesday, 10:00 a. m ..... *Summer School Opens*

July

24. Saturday ..... *Summer School Closes*

COLLEGE CALENDAR—*Continued*

September

20-21. Monday, 10:00 a. m. to Tuesday, 4:00 p. m. . . . . *Registration of Students*

22. Wednesday . . . . . *First Semester Begins*
8:00 a. m. . . . . *Registration Continued*
2:00 p. m. . . . . *Opening Exercises in Chapel*

23. Thursday, 8:00 a. m. . . . . *Regular Class Exercises Begin*

October

11. Monday . . . . . *Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

25. Thursday . . . . . *Thanksgiving Day Recess*

December

10. Friday . . . . . *DeLand Oratorical Contest*

17. Friday, 4:00 p. m. . . . . *Christmas Holidays Begin*

1916

January

4. Tuesday, 8:00 a. m. . . . . *Class Exercises Resume*

February

1-5. Tuesday to Saturday . . . . . *Mid-year Examinations*

5. Saturday, 4:00 p. m. . . . . *End of First Semester*

8. Tuesday . . . . . *Second Semester Begins*

9. Wednesday, 8:00 a. m. . . . . *Regular Class Exercises Resume*

10. Thursday . . . . . *Day of Prayer for Colleges*

18. Friday . . . . . *The F. H. Kent Orations Due*

22. Tuesday . . . . . *Washington's Birthday*

COLLEGE CALENDAR—*Continued*

March

6. Monday ..... *Last Day for Removal of First Semester Conditions*
10. Friday ..... *The F. H. Kent Oratorical Contest*

April

4-5. Tuesday and Wednesday, 10:00 a. m ..... *The Oliver Lectures*
6. Thursday ..... *Annual Election of Officers of Students' Association*
24. Monday ..... *Founders' Day*

May

8-9. Monday and Tuesday ..... *McClymonds Scholarship Examination*
12. Friday ..... *The Thomas Maynard Declamation Contest*
24. Wednesday, 4:00 p. m ..... *Senior Vacation Begins*
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June

1-5. Thursday to Monday ..... *Final Examinations*
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7. Wednesday, 2:30 p. m ..... *Annual Meeting of Board of Trustees*
8:30 p. m .....
Graduation Exercises of the Academy and Commercial Departments
8. Thursday, 10:30 a. m ..... *Thirty-second Annual Commencement*
13. Tuesday, 10:00 a. m ..... *Summer School Opens*

July

22. Saturday ..... *Summer School Closes*

CALENDAR FOR 1915

THE FRANKLIN CO., CHI.

JANUARY.

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CALENDAR FOR 1916

THE FRANKLIN CO., CHI.

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OCTOBER.

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BOARD OF TRUSTEES

1915

MRS. JOHN L. PYLE,
Huron, S. Dak.

REV. J. S. BUTT,
Groton, S. Dak.

MR. T. J. HARVEY,
Huron, S. Dak.

HON. A. E. TAYLOR,
Huron, S. Dak.

MR. E. H. GRANT,
Huron, S. Dak.

MR. J. H. FARNSWORTH,
Hurley, S. Dak.

MR. W. S. HILL,
Mitchell, S. Dak.

1916

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Bridgewater, S. Dak.

HON. COE I. CRAWFORD,
Huron, S. Dak.

MR. A. K. GARDNER,
Huron, S. Dak.

MR. G. W. WRIGHT,
Huron, S. Dak.

REV. C. H. FRENCH, D. D.,
Chicago, Ill.

MR. E. L. ABEL,
Huron, S. Dak.

1917

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Greenwood, S. Dak.

REV. C. C. TODD,
Aberdeen, S. Dak.

REV. D. M. BUTT,
Britton, S. Dak.

REV. H. P. CARSON, D. D.,
Huron, S. Dak.

MR. W. I. ERWIN,
Groton, S. Dak.

MR. C. E. ANDREWS,
Hurley, S. Dak.

MRS. A. H. OLWIN,
Aberdeen, S. Dak.

Ex-officio, REV. H. M. GAGE, *Huron, S. Dak.*

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FACULTY

(For 1914-15)

HARRY MOREHOUSE GAGE, A. M.
President, Philosophy

ELIZABETH REID, Ph. B.
German

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Apologetics

CHARLES W. HOCHSTETLER, A. M.
History, Political Science

H. FOSTER JONES, A. M.
English

ELLA McINTIRE, B. L. S.
Librarian

CHARLES KIMBALL HOYT, A. M., D. D.
Biblical Literature and Interpretation

ROBERT M. LADD, B. S.
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EDWARD W. DAVIDSON, A. B.
Physics, Mathematics

HELEN V. CARSON, A. B.
Latin

EVERETT LEE HUNT, A. B.
Debate and Oratory

NELLIE PYLE, A. B.
Mathematics

RALPH J. GILMORE, A. M., Ph. D.
Biology

MYRTLE JOHNSON, B. S.
German, History

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Latin, English

FACULTY—*Continued*

SCHOOL OF MUSIC

R. W. HANS SEITZ
Director, Voice

CORA A. BALL, A. B.
Harmony, Theory, Musical History

MABEL DICKEY
Piano, Normal, Training

BESSE LONG
Piano

BUSINESS COLLEGE

JOHNSTON M. NEILL, M. Accts.,
Principal

FLORENCE LAMPHERE
Shorthand, Typewriting

KARL FROMM, M. Accts.,
Penmanship, Assistant in Commercial Subjects

ALVA E. TAYLOR, D. C. L.
Lecturer on Commercial Law

ADMINISTRATIVE OFFICERS

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President

CHARLES W. HOCHSTETLER
Registrar

EDWARD W. DAVIDSON
Secretary of the Faculty

CORA A. BALL
Dean of Women

JOHN I. PASEK
Treasurer and Office Secretary

LILLIAN LONGSTAFF
Office Assistant

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

Administration—Gage, Hochstetler, Jones, Ball.

Absences—Davidson, Ball.

Athletics, Gymnasium—Hochstetler, Neill, Davidson.

Bible Study—Hoyt, Notestein, Gage.

Curriculum—Hoyt, Hochstetler, Jones, French.

Courses—Hochstetler, Barrett, Gilmore, Pyle, Carson.

Forensics—Hoyt, Hunt, Gilmore.

Library, Literary Work—Notestein, Jones, Hoyt, Reid, McIntire.

Public Entertainments and Social Functions—Davidson, Ball, Reid.

Scholarship and Student Aid—Gage, Reid.

Student Publications—Jones, Pyle, Carson, Hunt.

HISTORICAL STATEMENT

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Educational Board, of New York City, offered to give $100,000 on condition that the total endowment should be made $500,000. On November 11, 1911, the half million-dollar subscription was completed. Over $420,000 has already been collected and invested in farm mortgages.

Summary of Budget for 1914-1915.

EXPENDITURES

Salaries and Misc. Services, including Summer School	$ 36,300
Heat and Lights	3,500
Printing, Advertising, Postage, etc.	3,700
Insurance, Interest and Annuity	6,800
Furniture, Laboratories, Library	1,800
General Repairs and Supplies	3,600
Miscellaneous Expense	2,300
Total for Annual Budget	$ 58,000

INCOME

Student fees, including Summer School	$ 15,000	
Interest from Endowment Investments	29,000	
Other Sources	3,000	47,000
Gifts to be secured from friends		**$11,000**

PRESIDENTS OF PIERRE UNIVERSITY AND HURON COLLEGE

Rev. Thomas M. Findley (Pierre) 1883-1884

William M. Blackburn, D. D. (Pierre) 1884-1898

Calvin H. French, D. D. (Huron) 1898-1913

Harry Morehouse Gage, A. M. 1913-

CHRONOLOGY

April 26, 1883 Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.

July 6, 1883 This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.

Sept. 26, 1883 The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.

Oct. 11, 1884 The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."

Oct. 10, 1885 Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.

June 1, 1887 Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.

June 2, 1898 Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.

June 24, 1898 The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.

Sept. 20, 1898 First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898	Death of Dr. Blackburn at his home in Pierre, South Dakota.
1902	Campus of four blocks was offered by the Western Town Lot Company.
Jan. 22, 1903	Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.
Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.

GROUNDS, BUILDINGS AND EQUIPMENT

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowatt, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library is housed in the two northeast rooms on the main floor of the Ralph Voorhees Hall. The larger room is used as a reading room, and the reference books, current magazines and newspapers are kept here, readily accessible to all. The smaller room is used as stackroom but it is entirely too small for our purposes at this time.

The library contains over 8,515 volumes classified according to the Dewey Decimal Classification, and catalogued by author, subject, and title. There are also a large number of Government documents, pamphlets, and unbound magazines. During the year over 350 volumes have been added to the library. Of these about 250 volumes were gifts from various friends of the College, the remainder were purchased to supply the immediate needs of the various departments. The Olwin fund was used this year for the purchase of books for the Greek department. There were few large single gifts during the past year, the largest, aside from government publications, being 16 volumes from Prof. W. M. Powers, Brookings, S. D., 15 volumes from Miss Elizabeth Reid, and 12 volumes from Mrs. W. R.. Link, of Florida.

We are indebted to Mr. and Mrs. A. H. Olwin for the beginning of an endowment for the library. Their gift of $1,000, to be used for the benefit

of the Library, was their part of the half million endowment subscription. Additional gifts for this purpose are earnestly desired.

The Library is receiving the following periodicals, about half of which are gifts, either from publishers or other friends:

Advance
Advocate of Peace
American Economist
American Issue
American Journal of Sociology
American Magazine
Amethyst
Annals of the American Academy of Political and Social Science
Assembly Herald
Associate Teacher
Association Monthly
Atlantic Monthly
Bible Champion
Century Magazine
Christian Endeavor World
Classical Journal
Classical Philology
Congressional Record
Continent
Current Opinion
Dial
Edison Monthly
Educational Review
Everybody's Magazine
Fortnightly Review
Forum
Harper's Monthly
Harper's Weekly
Harvard Alumni Bulletin
Healthologist
Huron Alphomega
Huron College Bulletin
Independent
Intercollegiate Socialist
International Conciliation Bulletin
Japan Evangelist
Journal of Political Economy
Literary Digest
Living Age
McClure's Magazine
Missionary Review of the World
Nation
National Geographic Magazine
New Republic
North American Review
North American Student
Our Dumb Animals
Outlook
Pan American Union Bulletin
Philippine Presbyterian
Popular Science Monthly
Presbyterian
Reader's Guide
Review of Reviews
Saturday Evening Post
Science
Scientific American
Scribner's Magazine
Smithsonian Institution, Miscellaneous Collections
South Dakota Educator
South Dakota Farmer
Survey
U. S. Commerce and Finance, Monthly Summary
U. S. Documents Office, Monthly Catalogue of Gov't Documents
U. S. Children's Bureau Publications
U. S. Bureau of Education Bulletins
U. S. Geological Survey Bulletins
U. S. Labor Bureau Bulletins
U. S. Library of Congress, State Publications
Wisconsin Library Bulletin
(Die) Woche (For current use only)
World Peace Foundation Publication
World's Work
Youth's Companion

DAILY NEWSPAPERS

Aberdeen Daily American
Chicago Record-Herald
Huron Daily Huronite
Minneapolis Evening Tribune
New York Evening Post

Besides the daily newspapers mentioned we are receiving regularly, as gifts, about 25 weekly newspapers from the various towns of South Dakota.

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is furnished with specially made oak tables, each student's place being provided with gas and electricity. There is sufficient apparatus to illustrate all the important principles of Physics, and more will be added as the funds of the College will permit.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department. In the summer of 1914, through the generosity of a friend, the College was enabled to devote $1,500 to the development and extension of courses in Biology.

MUSIC ROOMS

Twelve rooms in the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage and by means of the freight elevator pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gymnasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and convenient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing.

GENERAL INFORMATION

The City of Huron—Huron is located almost exactly at the center of the eastern half of the state. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

The town has grown rapidly during the past few years. It offers many advantages as a college community.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers all the affairs of the school. They meet statedly twice a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal arts. The mission of the College, aside from character building for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges which promises to become a strong and a good influence among colleges generally. In March, 1915, it was recommended for membership in the North Central Association of

High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy, the School of Music, and the School of Commerce are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College ..... ."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time, making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it.

The College can not promise to obtain work for all needy students, but all the assistance possible will gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every Sunday morning, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

During the past four years the Association expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room during each year has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A high grade lecture course is managed by the Association each year. A creditable representation has gone each year both to the Cascade Conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Oratory—Training in Oratory is of the greatest possible importance. Wisdom without the ability to give it clear, convincing, and persuasive utterance is of little value save to him who has it.

In addition to the voluntary work done by individual students in preparation for local and state contests regular courses of instruction in Oratory are offered. Attention is called to these courses as they are described on a later page.

Two prizes are offered annually in local contests in Oratory held under the direction of the Instructor and the Students' Association.

The F. H. Kent prize of $25 is given annually by the friend whose name this contest bears. This prize is awarded to the winner of first place in the contest. In addition the Students' Association also offers a prize of $15 to the winner of second place in the contest.

Mr. Charles E. De Land, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the De Land Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest. This contest promises to become an exceedingly valuable and interesting college event.

Debate—As a college discipline debate is comparable with Oratory. For many it may easily be of greater importance. He who can state and defend his own argument has the greatest possible advantage over an inarticulate opponent. The College therefore strives to give the best possible training to students in this field. Intercollegiate contests in Oratory and Debate are regularly provided in the budget of the Students' Association. Instruction in Oratory and Debate and the preparation of debates and orations for the intercollegiate contests are under the supervision of Mr. E. L. Hunt, instructor in Oratory and Debate.

College Paper—During 1909-10 the name of the College paper was changed from "Purple and Gold" to "The Huron Alphomega," and it has been published since as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered by the friend whose name it bears to the winner of the home contest in oratory.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Charles E. De Land Prize Medal in Oratory. This medal is awarded annually as described under the head of Oratory in a previous paragraph.

The 1913 Class Prize in Debate. The college class of 1913 has established an annual prize of ten dollars for the best individual work in Debate. The conditions of the contest are to be prescribed by the Department of Debate and Oratory.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph, D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.

SCHOLARSHIPS

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL.D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the requirements for admission to the

Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in granting of the free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.

2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

3. These scholarships can not be transferred.

4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition including incidental fees for one year.

5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges who for the present year is Prof. G. H. Scott, Yankton, S. Dak.

7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

EXPENSES

TUITION

Regular Tuition—In the College, tuition is $50 per year, $25 payable each semester. This includes the usual incidental and library fees which amount to from $5 to $10 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $2.50 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dressser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances young women are allowed to obtain board and room in private

families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases those wishing to room outside of the dormitory must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $4.50 per week. Furnished rooms, without board and fuel, including laundry for bed and toilet, cost from 75 cents to $1.25 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one

dollar per semester in lieu of the regular fee. Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and inter-collegiate debates, and (3) to all athletic games and contests of the College, not including the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$5.00 per semester
Inorganic Chemistry	6.00 per semester
Organic Chemistry	7.50 per semester
Physics	4.00 per semester
Botany	1.00 per semester
Biology	4.00 per semester
Zoology	4.00 per semester
Anatomy	4.00 per semester
Embryology	4.00 per semester
Histology	4.00 per semester
Human Physiology	4.00 per semester
Bacteriology	4.00 per semester
Systematic Zoology	4.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting. College students will pay a combined tuition fee of $30 per semester while taking one or more of the above named subjects.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $3 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$25.00	$25.00	$50.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $3 per week, 36 weeks			108.00
Laundry and other expenses, estimated			16.00
Books, from $5 to $12			10.00
Students' Association Fee			5.00
Total			$225.00
Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$12.00 to $18.00 per semester		
Two lessons per week	18.00 to 30.00 per semester		

Note:—For further information about the fees in the special departments, see the accounts on pages 63 and 69.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

GENERAL REQUIREMENTS

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work and, by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent. In the Academy and Commercial Departments the passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore the participant must be able to present a record of satisfactory class work. At the middle and end of each semester

those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman Class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admisssion, or must be examined according to the graduation requirements of Huron Academy.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Ten Units.**

English	counting	3 units
Algebra	"	1½ "
Geometry	"	1 "
Science	"	1 "
History	"	1½ "
Foreign Language	"	2 "

Note:—Civics may be offered as one-half unit of the required work in history

Group II. **Elective Subjects, Five Units from the following list—no more than two in any one subject.**

English (advanced)	counting	1	units
Algebra (advanced)	"	½	"
Solid Geometry	"	½	"
Ancient History	"	1	"
Mediaeval and Modern History	"	1	"
English History	"	½	"
American History and Civics	"	1	"
General History	"	1	"
Latin (elementary)	"	2	"
Cicero and Composition	"	1	"
Virgil	"	1	"
Greek (elementary) and Composition	"	1	"
Anabasis and Iliad	"	1	"
German (elementary)	"	2	"
German (advanced)	"	1	"
Physics	"	1	"
Chemistry	"	1	"
Botany	"	½	"
Zoology	"	½	"
Physiology	"	½	"
Physical Geography	"	½	"
Agriculture	"	½	"

DESCRIPTION OF ENTRANCE COURSES

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE, STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty may, of course, be substituted. Of the fifteen or more classics one third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning; 2. Coleridge's Rime of the Ancient Mariner; 3. Cooper's The Last of the Mohicans; 4. Dickens's A Christmas Carol; 5. Dickens's The Cricket on the Hearth; 6. Hale's The Man Without a Country; 7. Irving's Sketch Book (selections); 8. Longfellow's The Courtship of Miles Standish; 9. Lowell's The Vision of Sir Launfal; 10. Lyell's Travels in North America; 11. Poe's The Raven (and other poems); 12. Scott's Ivanhoe; 13. Scott's The Lady of the Lake; 14. Scott's The Lay of the Last Minstrel; 15. Shakespeare's As You Like It; 16. Stevenson's Inland Voyage and Travels with a Donkey; 17. Stevenson's Treasure Island; 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from The Spectator; the Sir Roger de Coverley Papers, etc.; 2. American Public Addresses (simpler examples of American Oratory); 3. Bryant's Thanatopsis (and other poems); 4. Bunyan's Pilgrim's Progress; 5. Burns's The Cotter's Saturday Night (and other simple poems); 6. Byron's Mazeppa (and other poems); 7. Dickens's A Tale of Two Cities; 8. George Eliot's Silas Marner; 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.); 10. Goldsmith's The Deserted Village (and other poems); 11. Goldsmith's The Traveler (and other poems); 12. Goldsmith's The Vicar of Wakefield; 13. Gray's Elegy in a Country Churchyard; 14. Hawthorne's The House of the Seven Gables; 15. Irving's The Tales of a Traveler (selections); 16. Lamb's The Essays of Elia (selections); 17. Lincoln's Speeches (selections); 18. Macaulay's Lays of Ancient Rome; 19. Parkman's The

Oregon Trail; 20. Poe's The Gold Bug (and other tales); 21. Pope's The Iliad (selected books); 22. Scott's Kenilworth; 23. Scott's Marmion; 24. Scott's The Talisman; 25. Shakespeare's A Midsummer Night's Dream; 26. Shakespeare's The Merchant of Venice; 27. Shakespeare's Much Ado About Nothing; 28. Shakespeare's Romeo and Juliet; 29. Shakespeare's The Tempest; 30. Shakespeare's Twelfth Night; 31. Southey's The Life of Nelson.

For the Third Year of Academy or High School: 1. Arnold's Poems (selections); 2. Arnold's Sohrab and Rustum; 3. Bacon's Essays (selections); 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work); 5. Browning's (Elizabeth Barrett) Poems (selections); 6. Byron's Childe Harold's Pilgrimage, Cantos I and II; 7. Chaucer's Prologue to the Canterbury Tales; 8. Chaucer's Knight's Tale; 9. Chaucer's Nun's Priest's Tale; 10. Chaucer's Squiere's Tale; 11. Chesterfield's Letters (selections); 12. Cowper's The Task, Bks. I and II; 13. Curtis's The Public Duty of Educated Men; 14. Defoe's The Journal of the Plague; 15. De Quincey's Joan of Arc and The English Mail Coach; 16. De Quincey's The Flight of a Tartar Tribe; 17. Dryden's Alexander's Feast (and other poems); 18. Dryden's Palamon and Arcite; 19. Emerson's Essays (selections); 20. Emerson's Nature; 21. Franklin's Autobiography; 22. Goldsmith's She Stoops to Conquer; 23. Goldsmith's The Good-Natured Man; 24. Holmes's Poems (selections); 25. Irving's The Alhambra (selections); 26. Irving's The Life of Goldsmith; 27. Job; 28. Keats's The Eve of St. Agnes (and other poems); 29. Lamb's Essays of Elia (selections); 30. Pope's The Rape of the Lock and Epistle to Arbuthnot; 31. Ruskin (selections from works); 32. Ruskin's Sesame and Lilies; 33. Shakespeare's King Henry IV, Pt. I; 34. Shakespeare's King Henry V; 35. Shakespeare's King John; 36. Shakespeare's Julius Caesar; 37. Shakespeare's Othello; 38. Shelly's Poems (selections); 39. Spenser's The Faerie Queene, Bk. I; 40. Tennyson's Enoch Arden, The Palace of Art, and other poems; 41. Tennyson's The Idylls of the King; 42. Tennyson's The Princess; 43. Thackeray's The Roundabout Papers (selections); 44. Thoreau's Walden; 45. Wordsworth's Poems (selections from simpler lyrics); 46. Wordsworth's Michael.

For the Fourth Year of Academy or High School: 1. Arnold's Culture and Anarchy (selections); 2. Burke's Thoughts on the Present Discontents; 3. Burke's Reflections on the French Revolution (selected passages); 4. Burke's Speech on American Taxation; 5. Burke's Speech on Conciliation with the American Colonies; 6. Carlyle's Essay on Burns; 7. Carlyle's Heroes and Hero Worship (selections); 8. Emerson's The American Scholar; 9. Macaulay's Essay on Addison; 10. Macaulay's Essay on Lord Bacon; 11. Macaulay's Essay on Boswell's Life of Johnson; 12. Macaulay's Essay on Byron; 13. Macaulay's Essay on Warren Hastings; 14. Macaulay's Essay on Lord Clive; 15. Macaulay's Essay on Milton; 16. Macaulay's Essay on Samuel Johnson; 17. Milton's Minor Poems; 18. Milton's Paradise Lost (Bks. I, II); 19. Milton's Samson Agonistes; 20. Newman's (John Henry) Works (selections); 21. Pope's Essay on Criticism; 22. Shakespeare's King Henry VIII; 23. Shakespeare's Hamlet ; 24. Shakespeare s King Lear; 25. Shakespeare's

Macbeth; 26. Shakespeare's King Richard III; 27. Shakespeare's The Winter's Tale; 28. Tennyson's In Memoriam; 29. Washington's Farewell Address; 30. Webster's First Bunker Hill Oration; 31. Webster's The Reply to Hayne; 32. Wordsworth's Prelude; 33. Wordsworth's The Excursion, Bk. I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(**a**) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs, (1 unit).

(**b**) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem, (1-2 unit).

(**c**) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle, (1 unit).

(**d**) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders cones, spheres, (1-2 unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History, (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time, (1 unit). Elementary course in English History, (1-2 unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition, (2 units). Six orations of Cicero, including four against Catiline; prose composition, (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody, (1 unit).

Greek—Grammar, Anabasis Book I, (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition, (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition, (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments, (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year, (1 unit).

THE COLLEGE COURSES

Courses—Two courses, the classical and scientific, are offered in the College. Each student on entering the Freshman class should plan to specialize in subjects which will enable him to complete one or the other of these courses. Graduates from the classical course will receive the degree, Bachelor of Arts; graduates from the scientific course will receive the degree, Bachelor of Science.

Graduation—A student's work in either course requires four years in residence (except for those admitted to advanced standing). Regular work for each student is normally four approved courses and Bible each semester. The number of semester hours required for graduation is 128, 120 of which must have been secured from courses of not fewer than three hours each. The semester hour consists of one recitation or lecture period a week for one semester, it being understood that two laboratory periods shall count as one lecture period. Thus, a course which meets four times a week is reckoned four semester hours for a semester.

Candidates for a degree will be required to take Freshman Bible, English, and Mathematics; Sophomore Bible and History; Junior Apologetics, Economics, and Psychology; and Senior Ethics.

Candidates for the degree of Bachelor of Arts will be required to take, in addition to the general requirements Freshman Latin and Greek and Sophomore Latin and Greek; also one year of science.

Candidates for the degree of Bachelor of Science will be required to take in addition to the general requirements four years of science; and, in case a candidate does not offer either French or German for entrance, three years of German and two years of French will be required for graduation.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

Required in all courses **FRESHMAN**

1	Bible, one semester	2
51-52	English	4
131-132	Mathematics	4

Additional requirements of candidates for degree of A. B.

121	Latin	4
91	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Science	4

Required in all courses **SOPHOMORE**

2	Bible, one semester	2
101	History	4
	Science	4

Additional requirements of candidates for degree of A. B.

122	Latin	4
92	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Electives	4

JUNIOR

Required in all courses

3	Apologetics, one semester	4
151	Psychology	4
31	Ecomomics, one semester	4
	Electives	7

SENIOR

Required in all courses

4	Ethics	3
	Electives	12

BIBLICAL HISTORY AND LITERATURE; APOLOGETICS; ETHICS

Professor Hoyt

The courses in Bible and the allied studies aim to find the fundamental meaning of the Bible story—the message to the individual and to the community from the long course of personal and national training in the Hebrew religious life; to show the relations of this story with the various systems of morals that have gradually come into the form of modern ethical theories; and to trace the approach of these theories towards the cardinal utterances of Christ—the First and Second Great Commandments.

The class room will be furnished with illustrative material and books of reference, maps of all the countries considered, charts, tables and pictures, together with descriptive texts of lands, peoples, and customs, so that an intelligent knowledge can be obtained of the background of Scripture history.

1. The Old Testament. Selected portions will be studied closely; the other parts will be covered by lectures to maintain the explanatory connections with the advancing history; studies in the biography of the leaders in their various services; a comprehensive study of the system of government and the rules of rational living developed among the Hebrews; the course of national development; the causes of disruption and defeat; the dispersion; the Jewish spirit; the elements that survived all the disasters and entered into civilization; the Hebraistic contribution to religion. The poetry and the song of the Hebrews; their drama; prophecy; the penetrative power of the Hebraistic conceptions. This is followed by a concise outline of subsequent Hebrew history. *Required of Freshmen. Second semester. Two hours.*

2. The New Testament. The Messianic relation of the Old Testament with the New; the historical relations of the New Testament with

other history; contemporaneous history; the self-revelation of Christ; His divine and human relations; His sympathy with every human life; the elements that made Him the most communicative of all beings; a comparative analysis of His teachings; His conception of the Kingdom of God; the character of the foundation that He laid; the cause of its permanence; the growth of the Kingdom; the perfect adaptation of His message to the advancing conceptions of life in each age. *Required of Sophomores. Second semester. Two hours.*

3. Apologetics. This course will embrace an examination of the historicity of the New Testament and a brief consideration of the grounds of theistic and Christian belief. *Required of Juniors. First semester. Four hours.* Dr. Notestein.

4. (a) **Ethics.** The history of ethics in theory and practice; the origin of morals; the advance from custom to conviction and choice; the foremost conceptions and explanations; individualism; socialism; Christian ethics. By text-books, lectures, references, discussions, and a thesis. *Required of Seniors. First semester. Three hours.*

4. (b) **Ethics.** Review of the leading types of modern ethical systems for the selection of fundamental and permanent principles applicable to modern moral issues, both individual and social; comparison of other ideals with the statements of Christ in the expression of His ideal of the Kingdom of God, or ultimate human society; the study of some of the ethical problems present in current experiences; the motive, method and aim of present ethical effort tested by some accepted ideal of ultimate attainment. The work will include discussions, debates on some vital problems, and a thesis. *Required of Seniors. Second semester. Three hours.*

BIOLOGY

Professor Gilmore

11. (a) **Zoology.** This course takes up the study and dissection of representatives of the invertebrate groups, including life, history, habits, and distribution. *First semester. Two hours recitation and four hours laboratory work.*

12. (b) **Zoology.** A continuation of 11 (a) work being limited to the vertebrate groups. One lecture each week will be given to discussion and reference on the evidences of organic evolution. *Second semester. Three hours recitation and two hours laboratory work.*

The following electives are open to students who have completed courses, 11 (a) and 12 (b).

13. Comparative Anatomy of Vertebrates. Dissection, recitations and reference work on the anatomy of the vertebrates. *First semester. Two hours recitation and four hours laboratory work.*

14. Systematic Zoology. Collection and classification of animals of this locality. Special attention is given to the life of the water. *Second semester. One field trip, two hours laboratory work and two hours recitation or lecture.*

15. Bacteriology. Study of the general characteristics of bacteria, methods of analysis of water, milk, foods, etc. Special stress is laid on problems of sanitary science. *Second semester. Two hours recitation, four hours laboratory.*

CHEMISTRY

Professor Ladd

21. Introductory Inorganic Chemistry—*First semester:* Study of the fundamental principles of Chemistry. Oxygen, hydrogen, nitrogen, ammonia, carbon, and the halogens taken up in detail. *Second semester:* Acids, bases and salts, sulphur and its compounds, oxides and acids of nitrogen, phosphorus and its compounds, reactions of the metallic ions. Unknowns over the metallic ions. Newth's General Inorganic Chemistry is used as reference. J. B. Garner's Outlines of General Inorganic Chemistry is used in the laboratory. *This course is open to all students who have had one year of high school physics. Two semesters. Two hours lecture and two hours laboratory.*

22. Qualitative and Quantitative Analysis—*First semester:* Reactions of acidic ions. Unknowns over acids and bases. Analysis of minerals. *Second semester:* Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and determine the strength of several solutions and to determine the value of unknown solutions. Newth's Manual of Qualitative and Quantitative analysis used in laboratory. *This course is open to all students who have completed Course 21. Two semesters. One hour lecture and three hours laboratory.*

23. Organic Chemistry—*First semester:* Molecular weight determinations. Preparation of aliphatic compounds. *Second semester:* Preparations of compounds of carbocydic series. Bernsthen's Organic Chemistry is reference to lectures. Cohen's Laboratory Manual used in laboratory. *Open to students who have finished Courses 21 and 22. Two semesters. Two hours lecture and two hours laboratory work.*

24. Food Analysis—Complete analysis of water, milk, lard, vinegar, jam, jellies, baking powder, candies, etc. In this work the student becomes familiar with the most important and most recent methods of detecting adulterants in food-stuffs. Government Bulletins and Leache's Food Analysis are used in laboratory. *This course is open to students who have finished Courses 21, 22 and 23. Two semesters. Two hours lecture and two hours laboratory work.*

25. Advanced Quantitative Analysis—Analysis of coal, iron, steel, brass, bronze, alloys, lime-stone, feldspar and ores. The most recent methods are used in making these determinations. *Open to students having finished Courses 21 and 22. Two semesters. One hour lecture and three hours laboratory.*

ECONOMICS AND SOCIOLOGY

Professor Hochstetler

31. Economics—A general survey of the subject based on some textbook, supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporations. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours.*

35. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

President Gage

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

41. General Methods of Education—A consideration of principles underlying the science of teaching, and an application of the principles to special subjects. The meaning of instruction and its relation to education, the psychologic and the logical views of knowledge, are developed. The basis of method is laid in psychology, and from this point of view the general principles of method are developed. Methods of thinking, including inductive learning and teaching and deductive learning and teaching, are studied in order to give students some definite ideas on the psychology of studying and teaching. The functions and conduct of the recitation is also considered. McMurry's The Method of the Recitation, Betts' The Recitation, Dewey's The Child and the Curriculum, James' Talks to Teachers, and Thorndike's Educational Psychology are held on the reference shelf of the Library for use by the class. *Elective open to Sophomores, Juniors, and Seniors. Second semester. Three hours.*

42. History of Education—In following the course of education through the different epochs of human culture an effort will be made to view the subject as an expression of the life of the people and times. The course is introduced with a few lectures on the civilization and educational systems of the Egyptians, the Hebrews, the Indians, the Persians. Following these lectures lessons will be assigned from the text-book. The aim of the course is to give the student an appreciation of the very wide significance and meaning of education; a knowledge of the continuity of educational tradition and the theories underlying the succeeding periods in the development of education; and an acquaintance with the circumstances that gave rise to the chief problems of education, together with their historical solutions. At all times emphasis is placed on the relation between the development of education and the development of civilization. The time allotted for the course, one semester, is so brief that much of the material can be given only passing notice. However, considerable care will be given to note the principal contributions of the great educational reformers and emphasis will always be given to those problems and theories that have special bearing on present educational problems in the United States. The text-book used is Monroe's A Brief Course in the History of Education. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

43. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual and environment. Considerable attention is given to the educational implications of the principals of organic and of social evolution. Education, training, instruction, and culture are distinguished. Typical statements of the aim of education are presented and criticised. The aim of education is determined by its meaning. The social aspects of education are carefully considered. In this connection a study is made of the primary instincts and their social value and of the relation of self-realization to social efficiency. The interrelation and interdependence of the various human institutions in the educational process is noted. In studying the course of individual development, attention is given to the interrelation of mind and

body, individuality and temperament, growth and development of mind, the unity of mental life, instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with reference to the capacities of the individual, the nature of his environment, and his capacity for usefulness. Organization and administration of education are very briefly treated with reference to the problems of education in a democratic society. Bolton's Principles of Education, Ruediger's Principles of Education, Horne's The Philosophy of Education, Psychological Principles of Education, and Idealism in Education, O'Shea's Dynamic Factors in Education and Education as Adjustment, Thorndike's Principles of Teaching, and Sully's Teachers' Handbook of Psychology are at the command of students. For the purpose of papers and reports frequent reference is made to such works as Butler's Meaning of Education, Shaler's The Individual and The Interpretation of Nature, Fiske's Cosmic Philosophy, Drummond's The Ascent of Man, Swift's Mind in the Making, and Osborn's From the Greeks to Darwin. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

ENGLISH

Professor Jones

(a) English Language

51. (a) Rhetoric and Composition—Text. Lectures. Discussions. Written exercises, with especial regard to the fundamental principles of prose writing, especially the unity, construction, and punctuation of the sentence and the paragraph. *Required of all Freshmen. First semester. Three hours.*

51. (b) Oral Composition—See Public Speaking, Course No. 181.

52. Rhetorical Analysis and Structure of Literary Forms—An elementary course in the writing and criticism of prose literature. Text. Reports. Discussions. Essays. Collateral library readings. Should be preceded by Course 51. *Required of all Freshmen. Second semester. Three hours.*

53. The Short-Story—A course in the theory and practice of the short-story as a fictional form. Lectures upon the development of the type, and upon its structural elements. Writing of short-stories and analysis of representative examples of the form. *Open to students who have had Courses 51 and 52, and to others in special cases. Second semester. Three hours.*

(b) English Literature

54. The History of English Literature—A course in the origin and development of English literature. Lectures upon the chief writers, their times, their works, and their influence. Elementary discussion of the principles of literary criticism. A large amount of reading of English masterpieces will be required, for study and for report. A special feature of the course is a series of stereopticon lectures on the literary shrines and landmarks of England. *Open to students who have had Courses 51 and 52 or their equivalent. Two semesters. Three hours.*

55. Shakespeare and the Drama—Dramatic art; the history and development of the English drama; Shakespeare and the growth of his art; representative plays from each period of this growth. Special study of Richard III, King Lear, and The Tempest. *Open to all students who have completed the Sophomore year. One semester. Three hours.*

56. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *Second semester. Three hours.*

57. Nineteenth Century Literature—A study of the literature in English from 1830 to 1900, with reference to the leadership in the thought of the nineteenth century. Special study of Emerson, Carlyle, Tennyson, and Browning; with collateral readings in Lowell, Newman, and Matthew Arnold. *Open to Seniors, and by special permission to Juniors. Two semesters. Three hours.*

58. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library reading with essays and reports an important feature. Should be preceded by Course 54. *Open to Seniors and Juniors, and to others in special cases. One semester. Three hours.*

FRENCH

71. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

72. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

73. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

74. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

75. A Course in French Phonetics—With conversation and composition. *Three hours.*

GERMAN

Professor Reid

81. Beginning German—Gohdes and Buschek's Sprach- und Lesebuch, followed by Im Vaterland, with practice in speaking and writing German. *Open to Freshmen who enter without German; also to classical students who wish to elect German. Two semesters. Five hours.*

82. This course includes grammar review, composition, and conversation, with the reading of texts chosen to illustrate German life or German history. *Open to students who have completed Course 81, Academy Course 52, or two years of high school German. Two semesters. Four hours.*

83. The books read in this course are chosen with reference to different periods of German literature. *Open to those who have completed Course 82. Two semesters. Four hours.*

84. A course in composition and conversation with such discussion of grammar as seems necessary. Given alternately with Course 83, if desired by a sufficient number.

85. (a) Study of the life and works of one of the classic authors.

(b) Nineteenth century literature. (a) and (b) will be offered in alternate years. *Open to students who have completed Course 83 or Course 84. Two semesters. Three hours.*

86. A normal course for those who expect to teach German. Practical phonetics, and a review of grammer with reference to teaching beginning classes. Outlines of German history and literature. *Open to students who have completed Course 83 or Course 84. Two semesters. Three hours.*

87. Scientific German—By means of a scientific reader and other simple texts, the student is made familiar with the vocabulary and sentence structure of scientific works. *Open to students who have completed Course 82. Two semesters. Three hours.*

GREEK

Professor Notestein

91. Freshman Greek—Freshmen who have not had Greek hitherto will be given the opportunity to take Beginning Greek, Course III in the Academy.

Those who have had Greek III and IV will have Course 91. (a) Plato: Apology and Crito. (b) Euripides—One of the plays of Euripides is read. Attention is given to peculiarities of inflection and construction. The play is also studied as a literary production. (c) Demosthenes. One or more of the shorter orations is read. The style is studied and the oration analyzed. *Two semesters. Four hours.*

92. Sophomore Greek—Sophomores having had only Course 93 will have Second Year Greek, Course 94; others will take Course 92. (a) The Phaedo or Protagoras. (b) Drama—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus is read. Attention is given to the development of the play, study of characters, and the literary merit of the Greek drama. (c) Oratory—Demosthenes' De Corona will be studied with attention to style and rhetorical development. *Two semesters. Four hours.*

Junior and Senior Electives

93. Beginning Greek—This course corresponds with course III in the Academy. If, however, a sufficient number elect this work a special class will be formed, in order that the elements of Greek may be mastered in a shorter time than is usually allowed students in the Academy. Otherwise the students taking this course will be in the same class with students taking the Academy course III. *Open to any college student wishing to begin Greek. Two semesters. Five hours.*

94. Second Year Greek—This work is the same as that offered in course IV in the Academy, except that additional work suited to more advanced students is done. *Open to college students who have completed Course 93. Two semesters. Five hours.*

95. Hellenistic—This course will involve a study of New Treatment Greek and the Greek of the Alexandrian period. *Two semesters. Three hours.*

96. Social Life Among the Greeks—This course will involve a study of the manners, customs, home life, public life, and folklore of the Greek people. Text Book: Tucker's Life in Ancient Athens. *One semester. Three hours.*

97. Greek Literature and Antiquities—This course will involve a study of (a) Greek Literature, using Lawton as a basis, and (b) Antiquities. *One semester. Three hours.*

HISTORY

Professor Hochstetler

101. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. First semester, three hours. Second semester, five hours.*

Electives Open to Juniors and Seniors

102. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence

in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

103. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

104. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later European politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

105. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

106. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American National History will also be given.

ITALIAN

111. Italian I—Grammar and Composition. Bowen's Italian Reader. Goldoni's Il Vero Amico and La Locandiera. Modern prose. Emphasis will be laid upon the relation of the language to Latin. *Two semesters. Three hours.*

112. Italian II—Modern prose including De Amicis' Il Cuore. Manzoni's I Promessi Sposi. Selections from Dante's Divina Commedia. History of Italian Literature. Collateral reading. *Two semesters. Three hours.*

LATIN

Assistant Professor Carson

121. Freshman Latin—(a) Selections from the letters and philosophical writings of Cicero are read, including the De Senectute and De Amicitia. Emphasis is laid upon a thorough review and mastery of grammatical forms and usages and Latin Composition is introduced one day each week throughout the year. The tenets of the Stoic school are studied in connection with Cicero's writings. *One semester. Four hours.*

(b) The second semester of the Freshman year is devoted to Roman history. Selections from Livy are read, including Book V and parts of Book XXI. A careful analysis of social and political conditions in the

Roman state during the early republican period is a feature of this course, together with a study of the qualities that made Livy a great historian. *One semester. Four hours.*

122. Sophomore Latin—(a) Two comedies of Plautus are read: the Captivi and Trinummus. (The Phormio of Terence may be substituted for either of the foregoing.) The peculiarities of the ante-classical period of writing are first mastered, and in connection with the comedies attention is paid to the sources, general nature, and dramatic quality of the Graeco-Roman plays. *One semester. Four hours.*

(b) The Satires and Epistles of Horace are read and a study of the Satiric style is made: of its development and its influence upon the Roman life of Horace's day. *One semester. Four hours.*

123. (a) **Latin Literature**—A general survey of Latin Literature from the earliest period to the reign of Trajan. *This course is open to all college students. One semester. One hour.*

(b) **Roman Life and Art**—This course includes a study of the family life of the ancient Romans, their amusements, education, morals, society, and monuments. *Open to all college students. One semester. One hour.*

124. Beginning Latin—This course is the same as Latin I in the Academy. *It is offered as an elective to college students. Two semesters. Four hours.*

125. Second Year Latin—This course is the same as Latin II in the Academy. *It is offered as an elective to college students who have completed Course 124. Two semesters. Four hours.*

Junior and Senior Electives

126. (a) **Lyric Poetry**—A careful study of the Odes of Horace is made, considering both the literary excellence and metrical structure of his work. A comparison is made between the works of Horace and the works of the elegiac poets, Catullus, Tibullus, and Propertius. *One semester. Three hours.*

(b) **Historians of the Decline**—Selections from the works of several historians of the period are read, including the Germania and Agricola of Tacitus. The historical value of the works is emphasized and sufficient time is given to the Latin of the Silver Age for understanding and appreciating the authors. *One semester. Three hours.*

127. Roman Drama—This course is intended to supplement and develop the work of the first semester of the Sophomore year. The peculiarities of the ante-classical period are further considered, together with the meters of Plautus and Terence. A number of the best comedies are read; including any or all of the following: the Aulularia, Rudens, Mostellaria, Miles Gloriosus, Bacchides, and Menaechmi of Plautus, and the Andria, Adelphoe, and Phormio of Terence. The class work is supplemented by papers prepared by members of the class upon assigned subjects.

The work in comedy is followed by some consideration of the Latin tragedy. Selection is made from the tragedies of Seneca, including the Medea, Troades, and Hercules Furens. *Two semesters. Three hours.*

128. Literary Study of Virgil—This course is planned for the preparation of teachers of Latin. The viewpoint is essentially broader than that from which the Aeneid is read in preparatory work. The Aeneid, Books I-XII, the Eclogues and the Georgics are read. *Two semesters. Three hours.*

MATHEMATICS

Assistant Professor Pyle

131. College Algebra—A rapid review and classification of the rules of elementary Algebra, followed by a detailed study of the subject matter of College Algebra will be the content of this course. *Required of all Freshmen. First semester. Four hours.*

132. Trigonometry—This course is an introduction to the use and manipulation of trigonometric functions, with much emphasis placed upon the study of direction in its relation to the functional values. This course lays the foundations for more technical study of surveying and other engineering courses. *Required of all Freshmen. Second semester. Four hours.*

133. Plane Analytical Geometry—This course is designed to extend the conception of the simple algebraic graph to the analysis of equations of first and second degree, including also the study of conic sections and their properties. *Prerequisites, Courses 131 and 132. First semester. Three hours.*

135. Differential Calculus—The course in Differential Calculus includes the formulae for differentiating standard types, and also the study of algebraic and trigonometric functions with reference to the nature of their curves. Agility in determining the roots, loops, and points of inflection of curves will be the primary aim of this course. *Prerequisites, Courses 131, 132, 133. Second semester. Three hours.*

136. Integral Calculus—Integral Calculus will deal largely with the reduction of integrable expressions to standard types for integration. This course will contain a short chapter on the determination of areas under curves, by means of the definite integral. *Prerequisites, Courses 131, 132, 133 and 134. First semester. Three hours.*

137. Differential Equations—This course is a study of the solution of equations containing the first and second derivatives of variables. *Prerequisites, Courses 134 and 135. Second semester. Three hours.*

138. Solid Analytical Geometry—This course will be an extension of Course 133, to cover three dimensional space. *Prerequisites, Course 133 and Solid Geometry. One semester. Three hours.*

139. Elliptic Integrals—This course, which deals with the solution of elliptic functions, is designed to follow Course 136; and, in this connection, will employ extensively the Legendre tables for integration. *One semester. Three hours.*

140. Theory of Equations—Burnside and Panton's text will be followed in this course. *Prerequisites, Courses 131, 132, 133 and 134. One semester. Three hours.*

MUSIC

Miss Deming

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B.S.as indicated below. But not more than four semester hours may be elected by college students in any one year.

145. Harmony—Study of intervals and musical notations, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

146. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

147. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage

151. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The subject is presented topically in the following order: problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impluse, instinct, emotion, volition, interest, desire, the self, mental development, abnormalities of consciousness such as dreaming, hypnosus and insanity. Applications to the psychology of teaching and learning, mental hygiene, advertising, evidence, and other practical problems are emphasized whenever it is possible to do so. Students will find the course in elementary

biology, No. 11(a), useful in preparing for this year's work. Members of the class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

152. Logic—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

153. Aesthetics—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impluse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course. Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 151. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours.*

154. Philosophy—A course dealing with the problems and history of philosophy.

(a) Introduction to philosophy. This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems

have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b) History of Ancient and Mediaeval Philosophy. The rise and development of the various attempts to gain a comprehensive view of realty is traced through the Greek, the Graeco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God. Weber's History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

155. Philosophy—A continuation of Course 154; a History of Modern Philosophy. It is desired that Courses 154 and 155 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours.*

PHYSICS

Professor Davidson

161. General College Physics—This course is intended to give the student a comprehensive view of the field of Physics. Mechanics and Heat, Electricity and Magnetism, Sound and Light are studied. The laboratory work is considered an important part of the course, and is kept closely correlated to the theory. *One year elective, open to all students who have completed courses 131 and 132. Two hours recitation and lecture and four hours laboratory. Four credits.*

162. Electricity and Magnetism—This course is intended to meet the needs of students who desire a more careful study of this field than is given in course 161, and is especially adapted to the needs of students who expect to take a course in engineering. Especial emphasis is laid on the principles and practice of electrical measurement and construction of electrical machines. *One year elective, open to those who have completed course 161. Two hours lecture and recitation and two hours laboratory. Three credits.*

POLITICAL SCIENCE

Professor Hochstetler

171. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

172. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One semester. Three hours.*

173. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

174. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

PUBLIC SPEAKING

Assistant Professor Hunt

181. Oral Composition—Principles of effective speaking. Construction of the simpler types of formal address. Extemporaneous speaking. Declamation. Argumentation. Text. Assigned readings on current topics. *Required of all Freshmen. First semester. Two hours.* (See Freshman English, Course 51(b).

182. Forms of Public Address—Analysis of orations. Study of distinct types of public address. Construction of orations to be delivered before the class. *Open to students who have completed the Freshmen year. Two semesters. Three hours.*

183. Literary Interpretation—Vocal interpretation of literature. Selections from poetry and the drama. Province of expression is studied. Text. Lectures. *Open to Juniors and Seniors. Two semesters. Three hours.*

184. Oratorical Composition—Writing the oration. Methods of gathering material. Discussion of oratorical subjects. Occasional debates.

Assigned readings. Lectures. *Open to Juniors and Seniors. Two semesters. Three hours. Given in alternate years.*

185. Political Speaking—Political Oratory of America studied. Issues that have been prominent in the history of the nation are discussed from the viewpoint of the men who spoke upon them. Debates upon current issues. Living orators studied. Course especially designed for students desirous of entering public service. *Open to Juniors and Seniors. Two semesters. Three hours. Given in alternate years.*

SPANISH

196. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿Quién Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

197. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

THE ACADEMY

The Academy courses have in view two distinct objects: first, to prepare the student for further study either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course. With these ends in view, there are offered two general lines of study, the Academic and the Commercial-Academic. In the first, the work of the first and second years is prescribed, and the studies fundamental to all sound education are required of every student. In the second, the effort is made to combine the advantages of a general elementary education with a knowledge of such subjects as are particularly needed in preparation for business life.

The last two years of the Academic course are made more flexible in character than the first two. Four groups or lines of study are marked out. In the first, which prepares for the full Classical course in College, both Greek and Latin are required. In the second, which prepares for the College course leading to the degree of B. S., German is substituted for Greek, Latin being required as in the first. The third line of study, also preparing for the College course leading to the degree of B. S., omits in these years, both Latin and Greek and provides for a certain amount of German and science in their place.

Candidates for admission to the First Year Class presenting eighth grade diplomas will be enrolled without examination, others may be enrolled on presentation of satisfactory evidence of scholarship and ability to carry the work outlined for the course.

Applicants will be admitted to advanced standing on presentation of properly certified credentials from approved schools and honorable dismission from the institution last attended.

Academy students lacking less than four units to complete their course will be permitted to take such additional work with the Freshman class as the Course Committee deem wise and may be enrolled as Freshman when they have sufficient credits.

OUTLINE OF THE ACADEMY COURSES

The figure at the right indicates the number of recitations per week.

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
FIRST YEAR	First Semester	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Latin....5 Algebra....5 Elementary Science....5	English....5 Penmanship and Spelling....5 Algebra....5 Elementary Science....5
	Second Semester	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Latin....5 Algebra....5 Elementary Science....4	Bible....2 English....4 Penmanship and Spelling....5 Algebra....5 Elementary Science....4
SECOND YEAR	First Semester	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Latin....5 History....4 Geometry....5	Bible....2 English....4 Bookkeeping....5 History....4 Geometry....5
	Second Semester	English....5 Latin....5 History....5 Geometry....5	English....5 Latin....5 History....5 Geometry....5	English....5 Latin....5 History....5 Geometry....5	English....5 Bookkeeping....5 History....5 Geometry....5

		CLASSICAL	LATIN SCIENTIFIC	SCIENTIFIC	COMMERCIAL
THIRD YEAR	First Semester	Bible....2	Bible....2	Bible....2	Bible....2
		English....3	English....3	English....3	English....3
		Latin....5	Latin....5	German....5	German....5
		Greek....5	German....5	Zoology....5	History of Com....5
		History....5	History....5	History....5	History....5
	Second Semester	English....5	English....5	English....5	English....5
		Latin....5	Latin....5	German....5	German....5
		Greek....5	German....5	Botany....5	Commercial Geo....5
		Algebra....5	Algebra....5	Algebra....5	Algebra....5
FOURTH YEAR	First Semester	Bible....2	Bible....2	Bible....2	Bible....2
		Latin....4	Latin....4	German....5	Shorthand....5
		Greek....5	German....5	Physics....5	Typewriting....5
		Physics....5	Physics....5	English....4	German....5
		English....4	English....4	Elective....4	English....4
	Second Semester	Latin....5	Latin....5	German....5	Shorthand....5
		Greek....5	German....5	Physics....5	Typewriting....5
		Physics....5	Physics....5	English....5	German....5
		English....5	English....5	Elective....5	Commercial Law....5

Electives: English; Solid Geometry, *one semester;* Arithmetic, *one semester;* United States History, *one semester;* Civics, *one semester;* English History, *one semester;* Botany, *one semester.*

Note: For special subjects in the Commercial course see description of same subjects under the Commercial Department.

EXPLANATION OF ACADEMY COURSES

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority;" and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. Old Testament. The Bible story is followed from the beginning to the establishment of the monarchy, by means of selections from the narrative, including both the events and the characters most expressive of the Hebrew spirit; the creation; the transgression; the new beginning; the patriarchs; the bondage; the exodus; the wanderings; the entrance into Canaan; the conquest; the division; and the Judges. *Required of first year Academy students. Second semester. Two hours.*

II. The Old Testament History is completed, together with a brief outline of the Hebrew history connecting the Old with the New Testament. Portions of the poetry and the prophecies are examined as effective expressions of the religious life. The single monarchy; Saul, David, and Solomon; the early prophets; the divided kingdom; the kingdoms of Israel and Judah; the captivity of the ten tribes; the kingdom of Judah; the destruction of Jerusalem; the captives in Babylon; Cyrus the great; the return to Jerusalem; the restoration; the Old Testament canon; the subsequent history of the Jews to the destruction of Jerusalem by Titus. *Required of second year Academy students. First semester. Two hours.*

III. The life of Christ in the four Gospels. The preparation for the Christian era; the fourfold story, with characteristics of each; the Birth; the Child; the disciples; the Sermon; the various messages; the miracles; the personal interviews; the triumph; the sorrow; the victory; the departure. *Required of third year Academy students. First semester. Two hours.*

IV. The beginning of the Christian Church. The great awakening; the Gentiles; the zealous Saul; the devoted Paul; the missionary journeys

and the results; the epistles to the churches. The great events in Paul's life and the permanent results of his ministry are studied rather than the minute accounts of Paul's various movements and personal experiences. A concise outline of subsequent church history supplements this early history. *Required of fourth year Academy students. First semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this, there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester, three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

HISTORY

The aim of the required history courses in the Academy department is to give a general view of the history of the world. The American history and civics are elective courses. English history being thoroughly treated in the Sophomore course in college is likewise not required but offered as an elective.

II. (a) Greek and Oriental—This course consists of a brief account of the Oriental peoples followed by the history of Greece. In this course

as well as in the course on Roman history particular emphasis is placed on the geography of the ancient world.

(b) **Roman**—This is a general course on the history of Rome, designed to give the student an elementary knowledge of the customs and institutions of the Roman people.

(c) **Mediaeval**—A general survey of the progress of Europe from the downfall of Rome to the beginning of the 16th century.

Courses (a), (b), (c), are taken in turn. As much of course (c) will be completed as the time before close of the year will permit. *Second year Academy. First semester, four hours. Second semester, five hours.*

III. Modern—This course after briefly reviewing the leading facts of mediaeval Europe takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history. *Third year Academy. One semester. Five hours.*

IV. American—A topical study in American history designed to prepare the student for an advanced course in American politics. *Elective open to fourth year Academy students. One semester. Five hours.*

V. Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Elective to fourth year Academy. One semester. Five hours.*

VI. A course in English history is offered for those who desire a better understanding of English history than is obtained from a general course in European history. It is recommended to those who do not expect to continue their studies after graduating from the Academy. *Elective open to fourth year Academy students. One semester. Five hours.*

LATIN

I. Beginning Latin—D'Ooge's Latin for Beginners is the text used. A thorough knowledge of the principles of syntax and word forms is acquired. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form,

prosody, scansion, rhetorical figures, and mythology. *First semester, four hours. Second semester, five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year of the Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *Required of second year Academy students. One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Required of third year Academy students who are preparing for the Classical Course in College. Two semesters. Five hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Required of the fourth year Academy students in the Classical Course. Two semesters. Five hours.*

GERMAN

III. Beginning German—Gronow's Jung Deutschland; Holzwarth's Gruss aus Deutschland; practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued; simple stories affording a good basis for conversation are read, with one classical work, usually Wilhelm Tell. *Two semesters. Five hours.*

MATHEMATICS

I. Algebra—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Required of first year Academy students. Two semesters. Five hours.*

II. Plane Geometry—(a) A study of triangles, circles, and methods of construction will be the content of this course. *Required of second year Academy students. First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Required of all second year Academy students. Second semester. Five hours.*

III. Algebra—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theroem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Required of third year Academy students. Second semester. Five hours.*

IV. Solid Geometry—The application of the principles of plane geometry to three dimensional space. *An elective open to fourth year Academy students. One semester. Five hours.*

SCIENCE

I. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *Required of all first year Academy students. First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Required of all first year Academy students. Second semester. Five hours.*

III (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *Required of third year Academy students. First semester. Five hours.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the miscroscopic structure of roots, stems and leaves. The latter part of the course will be devoted to field work and plant analysis. *Required of third year Academy students. Second semester. Five hours.*

IV. Physics—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to make the student familiar with the method of true scientific investigation. *Required of all Academy students. Two semesters. Three hours lecture and recitation and two hours laboratory work.*

COMMERCIAL

I. History of Commerce—This course will begin with the ancient commerce of the Orient, tracing the commercial development of the Greeks and Romans. From this ancient period the history of business will be followed through mediaeval and early modern times down to the present. This study will show how different forces such as war, the progress of invention, supply and demand, control and sometimes entirely change the com-

merce of a nation. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

II. Commercial Geography—In the study of this subject the student will be shown how certain countries lead in certain pursuits and the reason for their leadership. He will also learn of the influence upon industrial progress of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions. He will study the influence of each as a factor in economic development. Beginning with the United States, the actual conditions existing in the different countries in the world and the forces that are operating for the continuance or the change of such conditions are studied. It is believed that this study will give the student a good foundation for whatever business he may choose to enter. *Required of all Scientific and Commercial-Academic students. One semester. Five hours.*

For information regarding the other subjects in the Commercial-Academic course, see pages under Business College and School of Commerce.

HURON BUSINESS COLLEGE AND SCHOOL OF COMMERCE

THIS DEPARTMENT OFFERS THREE COURSES:

THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

The Commercial-Academic Course—For the more responsible and important positions, whether in business or clerical work, a broader foundation of general education is required than the short courses usually given in business or commercial schools afford. To meet this need a Commercial-Academic course is now offered in this department. In some subjects it coincides with the regular Academy and Normal courses. Certain subjects, however, are omitted from these courses and the subjects of the Accounting course and the Stenographic course are substituted for them, making thus an admirable course for those who wish to prepare for business or clerical positions, and, at the same time, secure a broad general foundation for life's work. We would strongly advise those who wish to prepare themselves for important positions in business life to take this course.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic course, but who wish preparation in actual business methods. It covers one year of time and gives the student practical training for any ordinary business position.

A short course in bookkeeping is given, requiring about half the time of the full course and covering all the principles, but not including the advanced accounting, banking or the office practice in actual business. This course is intended chiefly for shorthand students who can afford to spend but one year getting their business education and who wish to obtain a knowledge of bookkeeping while they carry their course in shorthand.

The Stenographic Course—Modern business methods require a more and more extensive use of shorthand and typewriting. Competent stenographers find their services always in demand and many avenues of advancement open to them. This course covers one school year in time and gives a practical training in all the correlated subjects.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever-increasing call for stenographers and bookkeepers, particularly the former, to occupy positions under the government and we expect to be able to place our students in paying positions as fast as they become qualified to fill them.

OUTLINE OF THE COURSES

In the outline of the courses, the numbers at the left refer to the paragraphs following, where an explanation of the work required is given. The figures at the right indicate the number of recitations per week.

ACCOUNTING

First Semester

1	Introductory Bookkeeping	5
2	Business Practice	5
3	Accounting	5
5	Commercial Arithmetic	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5
6	Rapid Calculation	5

Second Semester

2	Advanced Accounting	5
3	Banking	5
3	Office Practice	5
5	Commercial Arithmetic	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
6	Rapid Calculation	5
4	Commercial Law	4

STENOGRAPHY

First Semester

11	Elements of Phonography	5
11	Dictation	5
12	Typewriting	5
10	Penmanship	5
7	English	5
9	Commercial Spelling	5

Second Semester

11	Advanced Dictation and Speed Practice	5
12	Typewriting	5
10	Penmanship	5
8	Commercial Correspondence	3
9	Commercial Spelling	5
13	Stenographer's Office Practice	2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—Bookkeeping and Accounting consist of five courses: (1) Introductory, (2) Business Practice, (3) Accounting, (4) Banking and (5) Office Training.

The student is thoroughly instructed in regard to the principles of double and single entry Bookkeeping, including the handling of commercial paper, all transactions being recorded from vouchers received or issued. Each student assumes the position of bookkeeper and depends upon himself for advancement, as the instruction is individual. Special ruled books are used and adapted to different lines of business and such an extensive variety of transactions introduced as to familiarize the student with all the phases of business with which he may come in contact. The system of checking is such that an error in outgoing papers or in any records can be detected at once by the teacher in charge.

(b) **Farm Accounting**—A specialized course in Farm Accounting has been introduced, following the preparatory course in general business accounting and practice. The course covers the transactions of a represent-

ative farm through a period of an entire year and furnishes a live, practical and up-to-date business training for the young man who expects to make farming his life work.

2. Actual Business Practice—Students having performed the work in the introductory department are admitted to the business practice department. A large variety of transactions and agreements are introduced to give the students repeated drills in making historical entries, memoranda of contracts, and also to develop skill in writing business letters and business papers necessary in commercial transactions.

3. Office Department—Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, Real Estate, and Commercial Exchange. Advanced students are placed in charge and are held responsible for all business transacted with them. Each manager of an office is required to submit a weekly report, and at the expiration of the required time, all business affairs being satisfactorily attended to, the student is promoted.

College currency, special ruled books, blanks, stamps. letter press, and all necessary equipment, such as is required in the modern business office are furnished in order to familiarize the student with every detail of office work.

4. Commercial Law—"Ignorance of the law excuses no man." It is our purpose to impart to our students a thorough knowledge of the principles of the common and statute laws pertaining to everyday business transactions. Our students are thoroughly familiarized with their liabilities and rights in their business intercourse in the business practice department.

This subject includes the law of contracts, negotiable and non-negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text-book is used, supplemented by the library of legal reference books belonging to the Department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the Circuit Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, in Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education.

5. Arithmetic—This branch of mathematics, as a means of mental discipline, is invaluable in the development of the judgment and the reasoning faculties. Our students are instructed in the everyday problems that occur for daily solution in the store, office, shop or on the farm. The best short methods used in different lines of business receive careful attention. A practical text-book is used, supplemented by other texts and practical problems given by the teacher of this branch.

6. Rapid Calculation—All students are required to join the class in rapid calculation, which recites daily. Accuracy and rapidity are essential to every business man, especially to a young man or woman entering upon

a business career as an accountant or stenographer. Our students are drilled daily in mental arithmetic, rapid methods of addition, multiplication, division, computation of interest and discount; in fact, in all ordinary calculations.

7. English—The ability to express his thoughts clearly and forcefully is essential to the success of every young person who engages in business or in professional life, and the work in Business English has been outlined specially for those who expect to engage in business or in teaching commercial work.

Usage has fixed certain forms and arrangements of our language that have become accepted as correct and that must be observed by those who would speak and write correctly. The student must become familiar with this usage and be able not only to make the proper application of grammatical rules in determining correct forms, but also to cultivate the habit of choosing those forms which will best express his thoughts.

8. Correspondence—A large proportion of the business of today is transacted by mail, hence the importance of skilful letterwriting. Thorough drill is given in punctuation, spelling, penmanship, and form. The composition of approved types of business letters, replies, telegrams, and cablegrams is given careful study. The forms and exercises used are taken from actual business, and many letters are written which are carefully corrected and returned by the teacher in charge.

9. Spelling—Very few students are able to pass an entrance examination in this subject. The ability to spell without hesitation is essential to the amanuensis or office employee. Our students must enroll as members of the spelling class until able to pass a rigid test.

10. Penmanship—Good penmanship should be desired by all, and the ability to write a good business hand is essential to any young person intending to enter upon a business career. A well written letter of application, correct in composition and spelling, will attract the attention of an employer and secure a much desired interview, while a carelessly written, badly composed letter will be thrown into the waste basket.

Penmanship is taught by means of blackboard exercises and drills in daily periods of forty-five minutes each, and each student is required to hand in at least two pages of work prepared outside of class to the teacher in charge. Students are furnished the best penmanship publications, and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, our students learn to write a splendid business style and become proficient in rapid, tireless, muscular movement writing.

In addition to the course in business writing, a course in ornamental penmanship and card writing is offered to those who desire to become masters of the pen.

11. Shorthand—Shorthand is the key with which many young men have opened the door to success in professional, financial, and political life. It is a pleasant and profitable profession, and one who is competent has the assurance of steady employment, as there is an ever-increasing demand for stenographic help.

Students should have the equivalent of a high school or academic education before beginning the study of Shorthand, as the duties of a stenographer require a knowledge of affairs, and especially, thorough familiarity with the use of the English language. Many students who are deficient in this respect are able to remedy the defect by joining classes organized for this purpose and by a well directed course of reading.

A young person contemplating beginning a business career in a clerical capacity should by all means become proficient as an accountant, as well as a stenographer, owing to the fact that many business men require such clerical assistance and are willing to pay a proportionate salary.

12. Typewriting—Shorthand and typewriting go hand in hand. The usefulness of one without the other is impaired to a considerable extent.

We teach our students to use the Touch System, using a text containing graded lessons in which students are taught correct fingering from the very start. After having finished the introductory work, the student is required to copy forms of business, etc., preparatory to taking the same from dictation for transcription.

Students are familiarized with all copying and duplicating devices in use, and other details of office work. Neat, accurate work is rigidly insisted upon, a certain degree of rapidity being required.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. We deem it advisable for the student to become familiar with several different machines, for the reason that it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. We are prepared to supply almost any typewriter manufactured, if it is specially desired by the student.

13. Stenographers' Office Practice—Students of the Stenographic Course are given a systematic training in copying, manifolding, tabulating, follow-up systems, form letters, and the many other practical and useful things they should know.

This course is indispensable to the good stenographer and develops his proficiency as an office helper, so that when he enters practical business life he knows what to do and how to do it.

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	.....
*Room, Heat, Light in Voorhees Dormitory.	18.00	18.00	36.00
Table board, about $3.00 per week, 36 weeks			108.00
Laundry and other expenses, estimated			16.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			.....
Students' Association Fee			5.00
Total			$235.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.00.

SCHOOL OF MUSIC

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has been aggressively following a policy of development which has, by the introduction of new subjects, broadened the scope of work in the School, and, by the adoption of more thorough methods of instruction and supervision, has required more intense and careful work on the part of students. The unusual number of students who have registered in the School during the past year and the addition of several new subjects to the curriculum have made it necessary to increase our teaching force.

There are now twelve rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs. The College owns eighteen high grade pianos including two Mason and Hamlin grands. With this equipment we are able to offer the best of musical advantages.

COURSES OF INSTRUCTION

Voice Piano Pipe Organ Violin Viola
Cello and Double Bass Wood-Wind, and Brass Instruments
Courses for Teachers Normal Training
Public School Music Public School Drawing
Harmony Theory of Music History of Music Conducting
Painting in Oil and Water-Colors China Decorating
Elocution Photography Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

A course leading to the Bachelor of Music degree may in the future development of the School be granted. An ordinary student could probably not earn such a degree in less than five years study beyond a standard high school course. It would require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally the Bachelor of Music degree should be fairly equivalent to other bachelors' degrees offered by standard colleges.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions.

1. Preparatory Course
2. Intermediate Course
3. Graduate Course
4. Normal Training Course

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

PIANO

Miss Long, Miss Deming

Preparatory—New England Conservatory, Book 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

Intermediate—Czerny. Op. 821–(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn, and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

Graduate—Compositions by Bach, Chopin, Schumann, and modern composers. Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos and concert pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubenstein and Grieg.

VIOLIN

Mr. Christensen

A thorough course of instruction on the violin is provided by the college. The outlined theoretical work is required for graduation.

Preparatory—Wohlfart Elementary Violin School. Duets by Pleyel. Hermann Violin School, Book 1. Easy solos in first position.

Intermediate—Wohlfahrt Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

Graduate—Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

ORGAN

Mr. Bonesteel

The main requisite for the Organ student is a substantial foundation in piano technic. Allen's Pedal Technique and Dudley Bucks' Studies in Pedaling are used, followed by Bach Fugues and Mendelssohn Sonatas, and modern organ compositions.

VOICE

Professor Seitz

A syllabus of the course in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. Exercises by Concone, Panofka, Vaccai, "A Method of Singing" by R. W. Hans Seitz, and others are used. In short, it may be said, that the method used is the correct placing of the voice so that the pupil can produce with equal ease and firmness and an even quality all tones from the lowest to the highest. The mechanism of the voice is explained as far as necessary, and lectures on the anatomy and physiology of the vocal organs will be given.

Correct breathing, correct position in singing, and chest development lay the foundation of voice building.

The course of instruction is based on the Italian, French, and German schools of training the voice. The fundamental principle is to poise the voice. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto", or beautiful singing.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

Study will be made of the interpretation of songs and ballads chosen from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Deming

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teachers certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given two thirty minute lessons a week divided into two fifteeen minute periods, one for individual piano work, the other for class work. The class lesson consists of table work, elementary training in Intervals, Chords and Scale building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year classes. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester a public recital is given by the children. Any one wishing to teach will find this Department a very great help.

In addition to these courses the following courses in Theory and History of Music must be taken if the student is working for a certificate or diploma.

THEORY

First year: Ear-Training, Intervals, Scales, Chords, Chord-progressions.
Second year: Harmony.
Third year: Analysis of musical form.

HISTORY OF MUSIC

Ancient and medieaval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music, etc. Text Book used is F. Fillmore. *Two semesters. Two hours.*

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for gradu-

ation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department in addition to the work required for the diploma. Beginners who are working for a certificate must complete a two years' course in the Normal Training Department in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

VIOLONCELLO

Professor Seitz

The Cello is becoming more and more a rival of the Violin as a solo-instrument. The Cello-students are requested to play in the orchestra also.

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen, Mr. Bonesteel

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Miss Ball

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation	Vocalization	Enunciation
Solmization	Ear training	Rote-songs
Interval-drills	Transposing	Scale-structure
Rhythm	Two-and three-part singing	Principles of Harmony

THEORY

Miss Ball, Miss Deming

Ear Training—1. Training of ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, preceptions of sounds, overtones, rhythm, notation and figure treatment. Test Book used is Elson's Theory of Music. *Elective to Juniors and Seniors. Two semesters. One hour.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or Organ their specialty. The study of Violin or Cello is required of all who take any one of these courses.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, and organ lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in classes of three. All other branches are taught in full classes.

FRESHMAN YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO		VOCAL		ORGAN		VIOLIN	
First Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Ch'ds	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Violin or Cello	1	Piano	1
	Ensemble	2	Elocution	1	Vocal*	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Sightreading	1	Sightreading	1
	Sightreading	1	Sightreading	1	Chorus	1	Chorus	1
	Chorus	1	Chorus	1			Orchestra	1
Second Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Ch'ds	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Organ	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Sightreading	1
	Sightreading	1	Sightreading	1	Sightreading	1	Orchestra	1
	Chorus	1	Chorus	1	Chorus	1	Chorus	1

SOPHOMORE YEAR

First Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Altered Chords and Modulation	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	History	3	Elocution	1	Violin or Cello	1	History	3
	Ensemble	2	Violin or Cello	1	History	3	Ensemble	2
	Vocal*	1	History	3	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1
Second Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Modulation and Suspensions	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	History	5	History	5	History	5	History	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1

*Elective at the discretion of the faculty.

JUNIOR YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO	VOCAL	ORGAN	VIOLIN
First Semester	Piano 2 Harmony, Figuration 2 French 4 Organ* 1 Violin or Cello 1 English Literature 3 Chorus 1 Ensemble 2 History of Music 1 Theory of Music 1 (Vibrations, Sounds, Instruments)	Vocal 2 Harmony 2 French 4 Piano 1 German 2 Chorus 1 Violin or Cello 1 English Literature 3 History of Music 1 Theory of Music 1	Organ 2 Harmony 2 French 4 Violin or Cello 1 Piano 1 Chorus 1 English Literature 3 History of Music 1 Theory of Music 1 Vocal* 1	Violin 2 Harmony 2 French 4 Piano 1 English Literature 3 Ensemble 2 Orchestra 1 Chorus 1 History of Music 1 Theory of Music 1
Second Semester	Piano 2 Harmony, Analysis 2 French 4 Organ* 1 Violin or Cello 1 English Literature 3 Chorus 1 Ensemble 2 History of Music 1 Theory of Music 1	Vocal 2 Harmony 2 French 4 German 4 Piano 1 English Literature 3 Chorus 1 Violin or Cello 1 Organ* 1 History of Music 1 Theory of Music 1	Organ 2 Harmony 2 French 4 Violin or Cello 1 Piano 1 English Literature 3 Chorus 1 History of Music 1 Theory of Music 1 Vocal* 1	Violin 2 Harmony 2 French 4 Piano 1 English Literature 3 Ensemble 2 Orchestra 1 Chorus 1 History of Music 1 Theory of Music 1

SENIOR YEAR

First Semester	Piano 2 Theory, Rondo, Sonata Forms 2 Organ* 1 Violin or Cello 1 Chorus 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. Sch'l Music 1	Vocal 2 Theory 2 French 4 German 4 Piano 1 Violin or Cello* 1 Psychology 4 Chorus 1 History of Music 1 Pub. Sch'l Music 1	Organ 2 Theory 2 Violin or Cello 1 Chorus 1 Piano 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. Sch'l Music 1	Violin 2 Theory 2 Piano 1 Cello or Viola* 1 Chorus 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 Pub. Sch'l Music 1 Orch'a Practice 1
Second Semester	Piano 2 Theory, Instrumentation 2 Organ* 1 Violin or Cello 1 Psychology 4 Chorus 1 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. Sch'l Music 1	Vocal 2 Theory 2 French 4 German 4 Piano 1 Psychology 4 Violin or Cello 1 Chorus 1 History of Music 1 Pub. Sch'l Music 1	Organ 2 Theory 2 Violin or Cello 1 Psychology 4 Chorus 1 Ensemble 1 Choir Training 1 History of Music 1 Orchestra Conducting 1 History of Music 1 Pub. Sch'l Music 1	Violin 2 Theory 2 Piano 1 Cello or Viola* 1 Psychology 4 Chorus 1 Ensemble 1 Orchestra Conducting 1 History of Music 1 Pub. Sch'l Music 1

*Elective at the discretion of the faculty.

PAINTING IN OIL AND WATER-COLORS

Professor Seitz

This course embraces the following:

Cast Drawing	Still Life
Portraiture	Perspective
Composition	Landscape
Sketching from Nature	History of Art

PUBLIC SCHOOL DRAWING

Professor Seitz

Drawing is required of students who are candidates for a teacher's certificate. Furthermore there is an increasing demand for teachers who are qualified to give their entire time to this work in the public schools. The following is an outline of a comprehensive and thorough course designed to meet the needs of prospective teachers and those who have only a cultural interest in the subject:

Location of point	Leaf forms	Perspective
Division of lines	Octagon and hexagon	Drawing from objects
Tinting with lines	Elements in design	and nature
Curved lines	Designs	Painting in Water-colors
Compound lines	Mechanical Drawing	

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Sightreading and Eartraining is one of the most important branches in music, enabling the student to read compositions at sight. These lessons comprise singing intervals, singing in perfect rhythm and good phrasing, singing part songs for two, three, four, and eight voices, the latter especially by the old masters, that is Palestrina, Lotti, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Choral Union—The Choral Union last year enrolled one hundred and twenty-five members. It is doing thorough and inspiring work. Students should plan to join the Union and to receive from it the benefits of good choral training. The Union studies and presents in concerts songs and standard oratorios.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year to which the public is invited and which the students are urged to attend.

Artist Recitals—Each year students are privileged to hear artists of great reputation and ability who appear in Huron under the patronage of the Lecture Course Committee or the Faculty of the School of Music.

TUITION

For Private Instruction	Per Semester	
	One Lesson	Two Lessons
(Half-hour Lessons)	a Week	a Week
Voice with Prof. Seitz	$18.00	$30.00
Voice with Assistant	12.00	18.00
Piano with Miss Long	18.00	27.00
Piano with Assistant	12.00	18.00
Pipe Organ	18.00	27.00
Violin, Cello, etc	18.00	27.00
Flute, Clarinet, etc	18.00	27.00
Cornet, Trombone, etc	18.00	27.00
Theory, History of Music	18.00	27.00
Elocution	18.00	27.00
Public School Music	18.00	27.00
Public School Drawing	18.00	27.00
Painting in Oil or Water-colors	18.00	27.00
In Classes of Three or More		
(One Hour Lessons)		
Theory or History of Music		$10.00
Public School Music or Drawing		10.00
Normal Training Department for Children		7.00
Tuition for the Regular Music Course		70.00

OTHER FEES

	Per Semester
Piano Rental for Practice:	
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Pipe-Organ Rental, 1 hour per day	10.00
(Additional for pumping 15 cents per hour)	
Room rent in the Voorhees Dormitory (for girls)	18.00
Table Board, about $3 per week	54.00
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
★Students' Association Fee ($5 per year or)	3.00

★Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $3 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.25 per lesson from teachers whose semester rate is.....	$18.00
$1.00 per lesson from teachers whose semester rate is.....	12.00

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on a holiday or vacations, or on the days or periods of days on which the college is closed, will not be made up unless otherwise arranged.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice-students are requested to sing in the chorus which will meet once a week.

5. All students studying orchestra instruments have the opportunity of playing in the orchestra, meeting twice a week.

6. Students who are working for a diploma or certificate must attend the sightreading class, meeting twice a week.

7. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Drawing, and other subjects will be one hour each.

8. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters must be made with the Director of Music.

9. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

THE SUMMER SCHOOL

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching.

Requirements for certificates represent a minimum of scholarship without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contract with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity , students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics), Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularly scheduled. All courses of study required for the First Grade Certificate will be offered. Other courses of study and other subjects will be offered if desired by a sufficient number of students and if permitted by the time available.

EXPENSES

Tuition, term of six weeks	$10.00
Room rent, by the term at Voorhees Dormitory	5.00
Table board, if paid in advance by the term	15.00
Total for term of six weeks	$30.00

Those who are interested will receive the Summer School edition of the College Bulletin on sending a request to the President of the College.

DEGREES CONFERRED

June, 1914

IN COURSE

Joseph Andrews, A. B.
Jane Carmont Bell, A. B.
Mary Sloan Bell, A. B.
Gottfrid Bern, B. S.
Sarah Hixson, B. S.
Myrtle Luella Johnson, B. S.
Ray Uriah Johnson, B. S.
Alexander John Knox, A. B.
Glenn Oliver Martin, B. S.
Lloyd Lewis Merriman, B. S.
Grace Rice, A. B.
Delbert Kirby Scruby, B. S.
Clarence Emerson Sherwood, B. S

DEPARTMENTAL GRADUATES

June, 1914

ACADEMY

Fred F. Andrews
Catharine Barnes
Harold Bartlett
Olive Viola Culver
Ruth Elberta Henderson
Eula Manwaring
LaRue Manwaring
Ruth E. Miner
Lela Emmeralda Musser
Mary McVey
Hayden R. Palmer
Carrie Ulrich

COMMERCIAL

Shorthand

Richard O. Beggs
Grace Laura Bunt
Robert S. Cook
Robert Warren Griffith
Anna Wilhelmina Jensen
Lillian Longstaff
Amil Julius Marquardt
Gladys Irene Munro
Esther Christine Nordin
Anna Teresa Schroeder
J. Harold Murphy
Elmer Lewis Sohn
Julia A. Sorkilmo
R. Sophie Sorkilmo
Helena Anna Walther
Emma Belle Yourdon

Commercial

Claude M. Jones

MUSIC

Piano

Elsie E. Clark
Mary Ethel McVey
Hazel May Wass

Public School Music

Hazel May Wass

COMMENCEMENT ORATORS

June, 1914

"The Russians in the James River Valley" . . . . Alexander Knox
"Valedictory" . . . . . Delbert Kirby Scruby

Note—In the public exercises of commencement day the graduating class is represented by two orators appointed by the Faculty.

PRIZES AWARDED

1913-1914

The F. H. Kent Prizes in Oratory

1. C. Everand Reeves
2. Clement Thomas

The Charles E. De Land Prize in Oratory

1. Otto E. Jahn

The Thomas Maynard Prizes in Declamation

1. Margaret Granger
2. Crystal Elliott

The Robert C. Gibbs Prize for Scholarship

1. Anna Richart

COLLEGE DEBATERS

1913-1914

Yankton at Yankton: D. K. Scruby, Floyd Reeves, Clement Thomas.
Brookings at Brookings: D. K. Scruby, Floyd Reeves, Clement Thomas.
Brookings at Huron: Charles Lundberg, Francis Ice, C. Everand Reeves.
Aberdeen at Aberdeen: Mary Bell, Jessie McKay, Grace Rice.

COLLEGE SPEAKERS

1914-1915

1. William M. Jack, D. D. . . . . February 11-14, 1915
2. C. C. O'Harra, D. D. . . . . April 13 and 14, 1915
3. Frederic B. Oxtoby . . . . . April 16, 1915
4. Rev. William A. Mast . . . . . June 6, 1915
5. W. I. Early . . . . . June 9, 1915
6. Rev. William B. Gage . . . . . June 10, 1915

LIST OF STUDENTS

1914-1915

(The numbers refer to the bound volume of registrations)

COLLEGE

SENIORS

232.	Clark, Elsie Elizabeth	Highmore
233.	Cook, Samuel Brice	Poland, Ohio
122.	Emerson, W. L.	Lake Preston
269.	Hixson, Louisa	Huron
396.	Johnson, Lloyd B	Faulkton
300.	Lundberg, Charles Joseph	Alcester
311.	Meigs, Leslie Wallace	Huron
332.	Peek, Hazel Belle	Huron
470.	Pollard, Agnes Janet	Highmore
335.	Radcliffe, Rose Mary	Wolsey
336.	Reeves, Charles Everand	St. Lawrence
441.	Reeves, Floyd Wesley	St. Lawrence
416.	Rudd, Nellie Ruth	Colman
371.	Thomas, Clement	Middlesbrough, England
386.	Wick, Wickel Albert	(15) Lake Preston

JUNIORS

210.	Andrews, Eulela Elizabeth	Hurley
412.	Culver, Laura Almira	Cavour
248.	Furman, Louise Fern	Miller
256.	Guernsey, Edna Yvonne	Wolsey
418.	Ham, Ruth Jamieson	Piedmont
260.	Hannum, Grace Abigail	St. Lawrence
270.	Hoffman, Clifford Clark	Huron
279.	Jacobsen, Helen	Pierre
280.	Jahn, Otto Ernest	Sumner, Iowa
289.	Kreiman, Philip Edward	Hitchcock
291.	Kunii, Aya	Sappora, Japan
299.	Louder, Earl Albert	Huron
307.	Mateer, Harry Stewart	Huron
320.	McEwen, Mildred	Huron
321.	McKay, Jessie	Huron
329.	Oviatt, Philip McFarland	Huron
435.	Pinch, William Edwards	Huron
351.	Saunders, Albert Henry	Huron
354.	Schroeder, Amy Charlotte	Miller
410.	Sheil, J. Carl	Huron
377.	Vandervoort, Elizabeth Magdelena	(21) Lake Andes

SOPHOMORES

212. Baker, Harold J. ..... Huron
447. Baker, Harry Munford ..... Huron
217. Bliss, Wilma Margaret ..... Huron
229. Campbell, Roger Albert ..... Aberdeen
237. Dean, Marietta McCabe ..... Huron
240. Dickey, Burton Fuller ..... Huron
252. Granger, Margaret Roe ..... Aberdeen
402. Ingersoll, Harry Leslie ..... Abilene, Kansas
285. King, Etha Parks ..... St. Lawrence
292. Lindsey, Alta Ruth ..... Allen
421. Lovelace, Charles Wesley ..... Huron
309. May, Gertrude J. ..... Wessington Springs
313. Miner, Isabel Sutherland ..... Cavour
322. McKay, Norreys Hume ..... Redfield
334. Poppens, Peter Heije ..... Tea
337. Reiber, David Allen ..... Groton
340. Richter, Edward Henry ..... Dell Rapids
341. Roberts, George Wesley ..... Pierpont
348. Russell, Julia V. ..... Huron
352. Schoof, Joseph Ernest ..... Doland
350. Saathoff, Werth Harry ..... Trenton, Ill.
411. Young, Irving A. ..... (22) Groton

FRESHMEN

213. Boe, Christian Jorgen ..... Presho
223. Boughton, Lloyd Leander ..... Huron
224. Brady, Sarah Jean ..... Huron
225. Broe, Morris Frederick ..... Huron
238. DeBoer, Hilda ..... Pollock
243. Durfee, Flora Marie ..... Huron
244. Farrell, Mary Katherine ..... Huron
243. Geiger, Nellie Elizabeth ..... Huron
251. Glassbrook, Eva Agnes Stella ..... Chamberlain
257. Guernsey, Grace Darline ..... Wolsey
259. Hammond, Dephane Delphine ..... Huron
265. Hartwell, Alice Ellen ..... Pierre
481. Hines, Larry ..... Bates
271. Hogan, Luella Yvette ..... Huron
272. Hogan, Ruth ..... Huron
274. Horn, Raymond William ..... Aberdeen
276. Howard. Lewis James ..... Redfield
277. Hoyt, Ruth Kimball ..... Huron
286. King, Frances W. ..... St. Lawrence
288. Kohnke, Ernest Forest ..... Clear Lake
295. Lindsey, Elizabeth Winona ..... Allen
296. Linka, Lydia ..... Tyndall

298. Longstaff, George Elbert ..... Huron
467. Mann, Harry ..... Huron
304. Manwaring, Eula ..... Huron
305. Manwaring, Gladys ..... Rock Rapids, Iowa
306. Manwaring, LaRue ..... Alpena
407. Markey, Harold William ..... Huron
312. Meigs, Wayne Wilbur ..... Huron
443. Mitchell, Marian ..... Aberdeen
315. Munro, Gladys I ..... Wilmot
316. Murphy, Harold James ..... Huron
323. McMillan, Albert Lincoln ..... Alpena
328. Oviatt, Helen ..... Huron
331. Pease, Miriam Ellen ..... Huron
343. Rogers, Mildred Kate ..... Wessington
344. Rossman, Margaret ..... Highmore
347. Russell, Grace ..... Midland
353. Schroeder, Alfred Carl ..... Miller
360. Siddons, Glenn Robert ..... Platte
426. Sohn, Elmer Louis ..... Huron
448. Steele, Fred Hillis ..... Fletcher, Okla.
365. Stiles, Hazel Marie ..... Wessington
376. Turner, Josephine ..... Faulkton
399. Ulrich, Carrie ..... Colman
449. Vance, Donald ..... Huron
378. Voigt, Carl Emil ..... Aberdeen
379. Wagner, Clarence Edward ..... Huron
382. Warner, Kyle Duncan ..... Clear Lake
388. Williams, Martha Louise ..... Wilmot
389. Wilson, Allen Gordon ..... Wessington Springs
391. Yourdon, Emma B ..... (52) Huron

SPECIAL

455. Dunbar, O. D ..... White Lake
446. Sheldon, Albert Bradley ..... (2) Huron

ACADEMY

FOURTH YEAR STUDENTS

207. Aasby, Ellen Olga ..... Holabird
209. Alley, Lola Murel ..... Huron
213. Bell, Ruth ..... Huron
226. Brumwell, Clifford ..... Huron
238. DeBoer, Hilda ..... Pollock
253. Greenwood, Lulu ..... Elkton

254. Griffith, Robert Warren ..... Avon
266. Heitland, Kate ..... Wolsey
302. Madison, Charlotte V ..... Manchester
339. Richart, Anna ..... Wessington
453. Troxell, George Russell ..... (11) Bonilla

THIRD YEAR STUDENTS

392. Carson, Helen ..... Wolsey
393. Culver, Altie Maie ..... Cavour
395. Culver, Leona ..... Cavour
239. Deeg, Averil V ..... Huron
242. Drew, John Rugee ..... Highmore
261. Hannum, Nancie ..... Huron
275. House, Ralph Charles ..... Wessington
303. Madsen, Laura ..... Carpenter
324. Newman, Harold John ..... Cavour
326. O'Farrell, Rolland ..... Piapot, Sask., Canada
330. Parks, William Waldo ..... Huron
359. Shober, Miriam Lucille ..... Huron
363. Speirs, Carl Wilson ..... Ree Heights
385. Whaley, Hiram Cleworth ..... (14) Colman

SECOND YEAR STUDENTS

216. Blakely, Rachel A. I ..... Canistota
222. Boesl, Myrtle ..... Allen
250. Genung, Ruth May ..... Warner
258. Gunn, Alice Marion ..... Alpena
264. Harris, William Winford ..... Hitchcock
278. Hunt, Genevieve ..... Denver, Colo.
290. Krueger, Hans L ..... Yale
293. Lindsey, John Hunter ..... Allen
314. Monroe, Mary Lucretia ..... Hitchcock
325. Newton, Birdie ..... Mellette
346. Russell, Elizabeth M ..... Philip
413. Schriever, Albert Fred ..... Onida
355. Seliger, Myrtle Georgia ..... Winfred
361. Smith, Ralph Tracy ..... Avon
370. TeSelle, Minnie Magretha ..... (15) Manhattan, Mont.

FIRST YEAR STUDENTS

206. Aaron, Annabelle ..... Arlington
220. Boesl, John ..... Allen
228. Calkins, Floyd White ..... St. Lawrence
451. Cloninger, Horace ..... Hamburg, Ill.
450. Cloninger, Luther ..... Hamburg, Ill.
394. Culver, Edith Ethel ..... Cavour

459. Davies, Sarah Alice ..... Spearfish
235. Davis, John Arthur ..... Wolsey
236. Davis, Nona E ..... Mondovi, Wis.
247. Freeburg, Nancy ..... Carpenter
262. Hampel, Ruth Elizabeth ..... Faith
282. Jones, Eunice Mildred ..... Wall
457. Kreimann, Walter H ..... Hitchcock
294. Lindsey, Mervin Edwin ..... Allen
297. Lister, Ralph Dewey ..... Onida
327. O'Neill, James Franklin ..... Woonsocket
420. Peterka, Elsie ..... Ida
345. Roszell, Robert Brewster ..... Huron
349. Saathoff, Joe Herre ..... Trenton, Ill.
356. Sharp, Alice Pauline ..... Goodwin
357. Sharp, Birdelle Elizabeth ..... Goodwin
366. Sutton, Elsie Naper ..... Laurel
368. Sutton, Jeanie Elizabeth ..... Laurel
367. Sutton, John Edwin ..... Laurel
372. Thurston, Edna Olive ..... Cavour
373. Thurston, Everett John ..... Cavour
374. Timberman, Lois Ilene ..... Huron
384. Wemmering, Anna Sophia ..... Holabird
387. Williams, Curtis Roy ..... (29) Wolsey

BUSINESS COLLEGE

COMMERCIAL

211. Andrews, Ralph Oliver ..... Huron
221. Boesl, Mabel Oglala ..... Allen
451. Cloninger, Horace ..... Hamburg, Ill.
450. Cloninger, Luther ..... Hamburg, Ill.
241. Dickson, Harry Clyde ..... Hitchcock
245. Feiok, Arthur ..... Alpena
255. Grover, Rollo D ..... Huron
281. Jones, Arba J ..... Doland
283. Jones, Ray Campbell ..... Doland
466. Madison, Gladys ..... Manchester
311. Meigs, Leslie W ..... Huron
420. Peterka, Elsie ..... Ida
349. Saathoff, Joe Herre ..... Trenton, Ill.
413. Schriever, Albert Fred ..... Onida
358. Sharp, Richard Sanborn ..... Goodwin
448. Steele, Fred H ..... Fletcher, Okla.
369. Teaney, Ruel M ..... Midland
417. Vochts, Clarence ..... Huron
383. Weier, Fred ..... (19) Huron

SHORTHAND

218. Blount, Ruth Josephine ..... Huron
456. Brown, Marian ..... Blue Earth, Minn.
226. Brumwell, Clifford ..... Huron
423. Chesebro, Ruth Marie ..... Huron
234. Davis, Guy Everett ..... Huron
242. Drew, John Rugee ..... Highmore
243. Durfee, Flora Marie ..... Huron
246. Finicle, Nellena Fern ..... Huron
267. Henion, Joseph Hungtington ..... Huron
271. Hogan, Luella Yvette ..... Huron
273. Holbrook, Cassie Dorothy ..... Huron
452. Jones, Marguerite ..... Huron
288. Kohnke, Ernest Forest ..... Clear Lake
301. Lyon, Hazel ..... Huron
338. Richardson, Bert Atherton ..... Huron
353. Schroeder, Alfred ..... Miller
364. Stearns, Mildred Hazel ..... Warner
376. Turner, Josephine ..... Faulkton
381. Wales, Nellie Viola ..... (19) Huron

MUSIC

VOICE

209. Alley, Lola Murel ..... Huron
439. Areman, Edna May ..... Huron
474. Axelrad, Mrs. Anna ..... Huron
214. Benson, Amy Ethel ..... Parkston
215. Blakely, Annie Louila ..... Canistota
392. Carson, Helen ..... Wolsey
233. Cook, Samuel Brice ..... Poland, Ohio
238. De Boer, Hilda ..... Pollock
460. Dexter, Mrs. J. C. ..... Huron
461. Ebert, Mabel ..... Huron
244. Farrell, Mary Katherine ..... Huron
454. Fisher, Louise ..... Huron
471. Fleming, Mary ..... Huron
251. Glassbrook, Eva Agnes Stella ..... Chamberlain
252. Granger, Margaret Roe ..... Aberdeen
405. Gunnison, Viola ..... Bancroft
418. Ham, Ruth Jamieson ..... Piedmont
259. Hammond, Dephane Delphine ..... Huron
468. Hartnagel, Mrs. Clara ..... Huron
266. Heitland, Kate ..... Wolsey

268. Hillyer, Clio G. ..... Huron
425. Johnson, Myrtle ..... Hetland
284. Kemerer, Ivy S ..... Huron
287. Kinkead, Betty Beryl ..... Huron
457. Kreimann, Walter ..... Hitchcock
397. Lamphere, Florence ..... Big Rapids, Mich.
295. Lindsey, Elizabeth Winona ..... Allen
465. Louder, Mrs. A. N ..... Huron
302. Madison, Charlotte V ..... Manchester
432. Malone, Lucy ..... Huron
310. Medbery, Ethlyn ..... Huron
442. Miner, Ruth ..... Cavour
317. Murray, Gladys Marcellus ..... Huron
321. McKay, Jessie ..... Huron
323. McMillan, Albert Lincoln ..... Alpena
445. Otto, Severin ..... Skovsgar, Denmark
332. Peek, Hazel Belle ..... Huron
333. Pinch, Margaret ..... Huron
440. Price, June ..... Huron
398. Pyle, Gladys ..... Huron
351. Saunders, Albert Henry ..... Huron
354. Schroeder, Amy ..... Miller
355. Seliger, Myrtle Georgia ..... Winfred
359. Shober, Miriam Lucille ..... Huron
362. Sparks, Vesta A ..... Huron
424. Sweeten, Grace ..... Hitchcock
429. Thomas, Benjamin ..... Huron
371. Thomas, Clement ..... Middlesbrough, England
480. Turner, David ..... Minneapolis, Minn.
390. Wright, Marie D ..... (50) Huron

PIANO

208. Alley, Hazel Dell ..... Huron
214. Benson, Amy Ethel ..... Parkston
215. Blakely, Annie Louila ..... Canistota
230. Carroll, Hattie ..... Huron
444. Carsner, LaTore ..... Huron
419. Carson, Mary V ..... Huron
423. Chesebro, Ruth Marie ..... Huron
458. Clarke, Alfra E ..... Huron
412. Culver, Laura Almira ..... Cavour
459. Davies, Sarah Alice ..... Spearfish
238. DeBoer, Hilda ..... Pollock
422. Dickinson, Consuelo ..... Huron
462. Flint, Edith ..... Anaconda, Mont.
477. Foasberg, Irene Carroll ..... Huron

248. Furman, Louise F.....Miller
403. Gardner, Ethel.....Huron
404. Gardner, Helen.....Huron
249. Geiger, Nellie Elizabeth.....Huron
251. Glassbrook, Eva Agnes Stella.....Chamberlain
252. Granger, Margaret Roe.....Aberdeen
405. Gunnison, Viola M.....Bancroft
261. Hannum, Nancie.....Huron
263. Harris, Mary Elizabeth.....Wessington
472. Hughes, Martha.....Huron
278. Hunt, Genevieve.....Denver, Colo.
406. Issenhuth, Mona.....Huron
282. Jones, Eunice Mildred.....Wall
286. King, Frances.....St. Lawrence
475. Lawler, Lois.....Huron
295. Lindsey, Elizabeth Winona.....Allen
296. Linka, Lydia.....Tyndall
304. Manwaring, Eula.....Huron
306. Manwaring, LaRue.....Alpena
308. Matejka, Jossie Alice.....Huron
314. Monroe, Mary Lucretia.....Hitchcock
436. Morin, Frances Maurine.....Huron
318. Myer, Erena Louise.....Huron
325. Newton, Birdie.....Mellette
415. Reese, Zella.....Huron
437. Ruvel, Rose M.....Huron
355. Seliger, Myrtle Georgia.....Winfred
356. Sharp, Alice Pauline.....Goodwin
23. Smart, Ruby.....Tulare
366. Sutton, Elsie Naper.....Laurel
368. Sutton, Jeanie Elizabeth.....Laurel
424. Sweeten, Grace.....Hitchcock
372. Thurston, Edna Olive.....Cavour
375. Tucker, Marguerite.....Huron
377. Vandervoort, Elizabeth Magdelena.....Lake Andes
473. Walkley, Iona.....Huron
384. Wemmering, Anna Sophia.....Holabird
390. Wright, Marie D.....(52) Huron

NORMAL PIANO

400. Alley, Mina.....Huron
427. Bauman, Archie.....Huron
414. Burnett, Eugene.....Huron
227. Burnett, George E.....Huron
469. Carlson, Dorothy.....Huron
231. Carroll, Marjorie.....Huron

463. Hartnagel, Mason ..... Huron
464. Issenhuth, Dale ..... Huron
409. Reese, Gwyneth ..... Huron
342. Robinson, Bernice Mary ..... Huron
428. Sainsbury, Dorothy ..... Huron
430. Urquhart, Bruce ..... Huron
431. Urquhart, Grace Ione ..... Huron
380. Wahlgren, Laurence ..... (14) Huron

HARMONY

209. Alley, Lola Murel ..... Huron
214. Benson, Amy Ethel ..... Parkston
215. Blakely, Annie Louila ..... Canistota
401. Clen Dening, Leslie Elden ..... Esmond
412. Culver, Laura Almira ..... Cavour
248. Furman, Louise F ..... Miller
405. Gunnison, Viola M ..... Bancroft
295. Lindsey, Elizabeth Winona ..... Allen
308. Matejka, Jossie Alice ..... Huron
319. McCalmont, Hazael Naomi ..... Pierre
355. Seliger, Myrtle Georgia ..... Winfred
390. Wright, Marie D ..... (12) Huron

ELOCUTION

408. Munn, Lena ..... (1) Eaton Rapids, Mich.

HISTORY OF MUSIC

268. Hillyer, Clio G ..... Huron
390. Wright, Marie D ..... (2) Huron

PIPE ORGAN

296. Linka, Lydia ..... (1) Tyndall

ITALIAN

214. Benson, Amy Ethel ..... Parkston
215. Blakely, Annie Louila ..... Canistota
295. Lindsey, Elizabeth Winona ..... Allen
308. Matejka, Jossie Alice ..... Huron
390. Wright, Marie D ..... (5) Huron

FRENCH

390. Wright, Marie D ..... (1) Huron

VIOLIN

214. Benson, Amy Ethel ..... Parkston
222. Boesl, Myrtle ..... Allen
476. Carlisle, Dacotah ..... Fargo, N. Dak.
295. Lindsey, Elizabeth Winona ..... Allen
438. Stapleton, Carlie ..... (5) Corona

CELLO

308. Matejka, Jossie Alice ..... Huron
445. Otto, Severin ..... (2) Skovsgar, Denmark

FLUTE

433. Fromm, Karl ..... (1) Elmo, Kansas

CLARINET

434. Stechman, Louis ..... (1) St. Lawrence

VALVE TROMBONE

235. Davis, John Arthur ..... (1) Wolsey

PUBLIC SCHOOL MUSIC

296. Linka, Lydia ..... Tyndall
319. McCalmont, Hazael Naomi ..... Pierre
390. Wright, Marie D ..... (3) Huron

PUBLIC SCHOOL DRAWING

319. McCalmont, Hazael Naomi ..... (1) Pierre

ART

325. Newton, Birdie ..... (1) Mellette

1914 SUMMER SCHOOL STUDENTS

1. Aasby, Ellen ..... Holabird
2. Aasby, Hilda ..... Holabird
3. Alley, Floyd ..... Huron
184. Alley, Hazel ..... Huron
4. Anderson, Edna E ..... Huron
5. Anderson, Martha W ..... Wolsey
6. Arwood, Flossie Muriel ..... Willow Lake
7. Babbitt, Hortense ..... Huron
8. Barnes, Katharine ..... Virgil
185. Batson, Edith G ..... Geddes
9. Batson, Elsie A ..... Geddes
10. Battray, Vernie ..... Blunt
11. Beck, Mathilda ..... Huron
177. Blakely, Mary Esther ..... Brookings
12. Bloomenrader, Laura J ..... Blunt
13. Boe, Thorvald ..... Presho
14. Boe, Christian J ..... Presho
15. Bolan, Alma E ..... Iroquois
16. Bowe, Jetta M ..... Huron
17. Brady, Valda M ..... Huron
200. Breeding, Mrs. H. A ..... Newell
18. Bro, Lysle W ..... Lake Preston
19. Broe, Morris F ..... Huron
20. Brooks, Martha E ..... Rapid City
21. Brown, Bessie ..... Huron

168. Buck, Bessie.....Lewiston
22. Carrington, Irene.....Wessington
23. Carrington, Mildred.....Wessington
24. Carroll, Hattie.....Huron
25. Christensen, Julia.....New Hampton, Iowa
26. Christensen, Susie.....New Hampton, Iowa
27. Cochran, Helen.....Naples
169. Coughlin, Catharine.....Carthage
28. Craig, Olive Mae.....Cavour
202. Culver, Altie.....Cavour
203. Culver, Laura.....Cavour
186. Culver, Olive.....Cavour
29. Derr, Jenny S.....Carpenter
162. Derr, Olive.....Carpenter
30. Dickinson, Consuelo.....Huron
31. Dolan, Ursula P.....Huron
32. Doner, Cora.....Osceola
199. Dougherty, Elizabeth.....Clearfield
33. Du Bois, Grace.....Arnott
196. Duthie, Margaret.....Miller
34. Elliott, Celia Payzant.....De Smet
163. Ellis, Hazel May.....Esmond
204. Emerson, W. L.....Lake Preston
35. Ericson, Jennie.....Deerfield
36. Findley, Lucia.....Huron
170. Fitzgerald, Nelle.....Edgemont
37. Fagrelius, Victoria.....Bancroft
38. Fox, Marie.....Huron
181. Fritz, Emma.....Forestburg
39. Frum, Minnie M.....Harrold
40. Fryer, Bula.....Doland
41. Gardiner, Gladys Fern.....Wolsey
164. Gardner, Ethel Mae.....Huron
165. Gardner, Helen Charlotte.....Huron
42. Gartland, Bessie.....Manchester
187. Gavin, Rose.....Willow Lake
43. Gehm, Bertha.....De Smet
44. Glazier, Bertha.....Huron
45. Graham Bonnie.....Creighton
188. Graham, Inis Marie.....Huron
46. Greenwood, Lulu.....Elkton
47. Gullikson, Mabel.....Hayti
48. Guernsey, Edna Yvonne.....Wolsey
49. Guernsey, Grace Darline.....Wolsey
50. Gunnison, Viola M.....Bancroft
51. Hageman, Esther M.....Bancroft
52. Hammond, Dephane Delphine.....Huron

53. Harrison, Mildred ..... Bancroft
54. Hanchett, Allene Effie ..... Willow Lake
55. Hanchett, Carrie B ..... Willow Lake
56. Hanna, Hazel Grace ..... Carpenter
57. Harvey, Alice Tina ..... Rapid City
58. Harvey, Mary ..... Rapid City
59. Hauck, Lucile ..... De Smet
60. Hayes, Emma ..... Alpena
61. Hayes, Kathryn ..... Alpena
62. Hadon, Margaret ..... Huron
63. Heemeyer, Berend F ..... Castlewood
189. Heitland, Freda ..... Wolsey
190. Heitland, Kate ..... Wolsey
64. Hensley, Margaret Marie ..... Alpena
65. Hill, Mrs. Mary ..... Wessington
66. Hinsvark, Inga ..... Brandt
67. Hixson, Louisa ..... Huron
68. Holmes, Mary Edith ..... Wolsey
69. Hollenback, Stella ..... Highmore
171. Howard, Frank J ..... Willow Lake
70. Howard, Mildred Caroline ..... Willow Lake
71. Howe, Jeannette ..... Wessington
72. Humphreys, Freda M ..... Reliance
73. Hoy, Mrs. O. J ..... Carpenter
74. Hoy, Charles Ross ..... Hitchcock
75. Hunt, Florence ..... Chapelle
76. Jacobsen, Elizabeth ..... Miller
77. Johnston, Ethel ..... Huron
78. Jones, Susie ..... Rapid City
79. Joyce, Kate M ..... Bonilla
80. Joyce, Helen ..... Bonilla
81. Kapsa, Anna ..... Redig
82. Karlman, Florence J ..... Willow Lake
191. Kauth, Margaret ..... Cavour
83. Keller, Martha Winona ..... Iroquois
84. Kenny, Frank Stanley ..... Bancroft
85. Kinkead, Betty ..... Huron
86. Kline, Maude E ..... Alpena
87. Kunii, Aya ..... Sapporo, Japan
88. Kressmann, Gottlieb John ..... Mitchell
89. Lambert, Eva M ..... Wessington
90. Larsen, Anna M ..... Hurley
91. Leek, Nora, E ..... Esmond
92. Leslie, Helen M ..... Huron
93. Levsen, Herita L ..... Doland
197. Livingston, Mrs. E. M ..... Lead
94. Loken, Emma ..... Faulkton

95.	Lowe, Esther May	Huron
198.	Lucas, Maude E	Ralph
178.	Madsen, Johanna	Carpenter
96.	Madsen, Laura	Carpenter
97.	Mansager, Ada	Colton
98.	Mansager, Ruby	Colton
99.	Mathews, Zada A	Arnott
100.	Maxam, Josephine	Lake Preston
172.	May, Dorsey Dolan	Willow Lake
101.	McCreery, Lottice	Huron
102.	McGinty, Ethel	Huron
103.	McHugh, Mayme	Huron
179.	McKay, Catherine	Huron
192.	McLatchy, Florence	Cartwright, N. Dak.
104.	McNeill, Isabella	Iroquois
105.	Meyer, Stella E	Elkton
106.	Miller, Dottie Grace	Underwood
107.	Miller, Fred	Miller
108.	Mohr, Golda Anna	Miller
109.	Morris, Hazel	Fedora
110.	Nepodal, Kathryn S	Academy
111.	Nordgren, Nils	Arlington
112.	Oleson, Lillian	Miranda
113.	Olson, Gertrude E	Broadland
173.	Olson, Olga A	Naples
114.	Palmquist, Edith	Salem
115.	Patterson, Blanche	Highmore
116.	Peterson, Wesley W	Hawley
117.	Phillips, Clarence	St. Lawrence
166.	Piehl, Martha M	Esmond
118.	Powers, Ethel	Dell Rapids
119.	Primean, Marie L	Armour
120.	Radspinner, Alma	Colton
205.	Reese, Mildred	Huron
121.	Reeves, C. Everand	St. Lawrence
122.	Rice, Blanche	Alpena
182.	Richart, Anna	Wessington
193.	Riemath, J. Herman	Doland
123.	Roberts, George Wesley	Pierpont
124.	Rogers, Anna M	Wessington
125.	Romine, Edith	Blunt
126.	Roszell, Robert	Huron
127.	Saathoff, W. H	Trenton, Ill
167.	Sammons, C. W	Highmore
194.	Sargent, Ina B	Esmond
128.	Scheibe, Olga M	Wessington
180.	Sharp, Helen Ann	Goodwin

129. Sheil, J. Carl.....Tipton, Ind
130. Shirey, Madge.....McLaughlin
131. Shoemaker, Ethel.....Carpenter
132. Sikkink, Lloyd.....Castlewood
174. Smith, K. Loretto.....Cavour
133. Smith, Marjorie.....Rapid City
134. Smith, Etta.....Huron
135. Spaulding, Olive.....Armour
136. Spencer, Rilla B.....Highmore
137. Steffen, Amelia.....Iroquois
138. Stewart, Agnes Vera.....Newell
139. Streeter, Georgia.....Huron
140. Swafford, Rita.....Huron
141. Taylor, Olive L.....Virgil
142. Teigen, Palma.....Capitol, Mont.
143. Timberman, Leonora Elizabeth.....Huron
144. Timberman, Galen E.....Huron
175. Tracy, Clare.....Wessington Springs
145. Traver, Nina.....Bonilla
183. Tryon, Clara.....Highmore
146. Ulrich, Nellie A.....Colman
201. Utterbeck, William Emil.....Huron
147. Voight, George Herman.....Miller
148. Wackerman, Howard E.....Kimball
149. Waldner, Joseph F.....Huron
150. West, Charles P.....Wessington
151. West, Merle.....Wessington
152. Westwood, Phebe Gertrude.....Huron
153. Wiley, Marion.....Wall
154. Williams, Mabel.....Bonilla
195. Wilson, M. Bryed.....Huron
176. Winjum, Odean.....Willow Lake
155. Winter, William J.....Huron
156. Wolfe, Myrtle Frances.....Ideal
157. Yerden, Idessa.....Miller
158. Young, Ella.....Huron
159. Young, Irving A.....Groton
160. Zell, Anna.....Huron
161. Zimmerman, Viola.....Miller

Note—Teachers of Beadle County who were in for Institute only are not included in the above list.

SUMMARY FOR 1914-1915

COLLEGE:			
Seniors	15		
Juniors	21		
Sophomores	22		
Freshmen	52		
Special	2		
		112	
ACADEMY:			
Fourth Year	11		
Third Year	14		
Second Year	15		
First Year	29		
		69	
NORMAL:			
All Normal students are classified with their respective classes in the Academy and the College departments.			
BUSINESS:			
Commercial	19		
Shorthand	19		
		38	
MUSIC:			
Piano and Pipe Organ	53		
Violin and other Stringed Instruments	7		
Voice	50		
Theoretical Subjects	14		
Normal Piano	14		
Miscellaneous Subjects	15		
Less Duplicates	38	115	
Grand Total		334	
Less Duplicates		58	
Net Enrollment Sept., 1914, to June, 1915			276
SUMMER SCHOOL OF 1914:			
Total Registrations		205	
Less duplicates counted in preceding departments		28	
			177
NET TOTAL for the year			453

SUMMARY OF STUDENT REGISTRATIONS FOR SEVENTEEN YEARS

DEPARTMENTS	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-0	1910-1	1911-2	1912-3	1913 4	1914-5
College	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112
Academy	38	42	53	44	57	56	48	38	44	90	93	91	78	64	63	55	69
Normal	23	29	17	42	41	49	34	40	34	34	22	18	*	*	*	*	*
Business	41	39	42	57	75	59	66	73	56	85	102	115	98	92	49	64	38
Music	42	42	37	44	46	69	54	54	71	102	105	72	179	113	69	66	115
Art	.....	.....	.....	.....	.....	.....	19	10	.....	.....	.....	.....	23	.....	.....	.....	.....
Elocution	.....	.....	63	37	.....	12	.....	7	.....	.....	25	11	19	34	.....	.....	.....
Night School	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summer School	.....	.....	.....	67	72	64	72	100	88	138	152	160	185	228	194	196	205
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453

*All Normal students are classified with their respective classes in the Academy and the College Departments.

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THE
JOHN CRERAR
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HURON COLLEGE

ANNUAL
CATALOGUE
JUNE, 1916

■ ■ ■ ■

ANNOUNCE-
MENTS FOR
1916-1917

HURON, SOUTH DAKOTA

THE
PRINCETON
PRESS

1915
HURON COLLEGE - HURON, SOUTH DAKOTA

Huron College Bulletin

PUBLISHED FOUR TIMES EACH MONTH BY HURON COLLEGE

VOL. XVI—No. 1 *HURON, SOUTH DAKOTA* JUNE 1, 1916

Entered as second class matter April 8,'11 at the post office at Huron, S. D., under act of July 16,'94

Communications with regard to gifts or endowments, or requests for information may be addressed to Huron College, Huron, South Dakota, (Rev. Harry Morehouse Gage, President, or Mr. John I. Pasek, Office Secretary and Treasurer). Checks or Drafts should be made payable to the order of "Huron College."

Corporate name: "Huron College." **Form of bequest:** "I give, devise and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.....

(If real estate is to be conveyed, a full and legal description of property should be here given.)

Annual Catalogue Edition

June, 1916

Announcements for 1916-17

THE PURPOSE OF THIS BULLETIN IS TO SERVE AS A MEDIUM OF COMMUNICATION BETWEEN THE STUDENTS AND FRIENDS OF THE COLLEGE AND TO PUBLISH MATTERS OF INTEREST IN CONNECTION WITH THE INSTITUTION

College Calendar

1916

January

4. Tuesday, 8:00 a. m. ..... *Class Exercises Resume*

February

1-5. Tuesday to Saturday ..... *Mid-year Examinations*
5. Saturday, 4:00 p. m. ..... *End of First Semester*
8. Tuesday ..... *Second Semester Begins*

March

6. Monday ..... *Last Day for Removal of First Semester Conditions*

April

6. Thursday ..... *Annual Election of Officers of Students' Association*
24. Monday ..... *Founders' Day*

May

8-9. Monday and Tuesday ... *Louis K. McClymonds Scholarship Examination*
12. Friday ..... *The Thomas Maynard Declamation Contest*
24. Wednesday, 4:00 p. m. ..... *Senior Vacation Begins*
30. Tuesday ..... *Memorial Day*

June

1-5. Thursday to Monday ..... *Final Examinations*
4. Sunday, 10:30 a. m. ..... *The Baccalaureate Sermon*
8:00 p. m. ..... *The Y. M. C. A. Address*
5. Monday, 8:30 p. m. ..... *School of Music Recital*
6. Tuesday, 8:30 p. m. ..... *Senior Class Play*
7. Wednesday, 2:30 p. m. ..... *Annual Meeting of Board of Trustees*
8:30 p. m. .... *Academy and Commercial Graduation Exercises*
8. Thursday, 10:30 a. m. ..... *Thirty-second Annual Commencement*
13. Tuesday, 10:00 a. m. ..... *Summer School Opens*

July

22. Saturday ..... *Summer School Closes*

College Calendar

Continued

September

18-19. Monday, 10:00 a. m. to Tuesday, 4:00 p. m. . . . *Registration of Students*

20. Wednesday . . . . . *First Semester Begins*
8:00 a. m. . . . . *Registration Continued*
2:00 p. m. . . . . *Opening Exercises in Chapel*

21. Thursday, 8:00 a. m. . . . . *Regular Class Exercises Begin*

October

9. Monday . . . . . *Last Day for Removal of Conditions Incurred in Second Semester of Previous Year*

November

30. Thursday . . . . . *Thanksgiving Day Recess*

December

21. Thursday, 4:00 p. m. . . . . *Christmas Holidays Begin*

1917

January

3. Wednesday, 8:00 a. m. . . . . *Class Exercises Resume*

30. Tuesday . . . . . *Mid-year Examinations Begin*

February

3. Saturday . . . . . *Mid-year Examinations Close*

3. Saturday, 4:00 p. m. . . . . *End of First Semester*

6. Tuesday, 8:00 a. m. . . . . *Second Semester Begins*

College Calendar

Continued

March

5. Monday ..... *Last Day for Removal of First Semester Conditions*

April

5. Thursday ..... *Annual Election of Officers of Students' Association*
30. Monday ..... *Founders' Day*

May

7-8. Monday and Tuesday .. *Louis K. McClymonds Scholarship Examination*
23. Wednesday, 4:00 p. m ..... *Senior Vacation Begins*
30. Wednesday ..... *Memorial Day*
31. Thursday ..... *Final Examinations Begin*

June

3. Sunday, 10:30 a. m ..... *The Baccalaureate Sermon*
8:00 p. m ..... *The Y. M. C. A. Address*
4. Monday ..... *Final Examinations Close*
4. Monday, 8:30 p. m ..... *School of Music Recital*
5. Tuesday, 8:30 p. m ..... *Senior Class Play*
6. Wednesday, 2:30 p. m ..... *Annual Meeting of Board of Trustees*
8:30 p. m .... *Academy and Commercial Graduation Exercises*
7. Thursday, 10:30 a. m ..... *Thirty-third Annual Commencement*
12. Tuesday, 10:00 a. m ..... *Summer School Opens*

July

21. Saturday ..... *Summer School Closes*

College Calendar 1916-17

1916 SEPTEMBER 1916

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1916 OCTOBER 1916

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1916 NOVEMBER 1916

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1916 DECEMBER 1916

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1917 JANUARY 1917

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1917 FEBRUARY 1917

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

1917 MARCH 1917

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1917 APRIL 1917

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1917 MAY 1917

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1917 JUNE 1917

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	3	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1917 JULY 1917

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1917 AUGUST 1917

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Board of Trustees

TERM EXPIRING IN OCTOBER, 1916

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TERM EXPIRING IN OCTOBER, 1917

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MRS. A. H. OLWIN,
Aberdeen, S. Dak.

TERM EXPIRING IN OCTOBER, 1918

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Huron, S. Dak.

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Aberdeen, S. Dak.

MR. T. J. HARVEY,
Huron, S. Dak

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MRS. J. L. PYLE

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Faculty

(For 1915-16)

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President, Philosophy

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Dean, Education, English

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German

WILLIAM L. NOTESTEIN, A. M., D. D.
Greek, Apologetics

CHARLES W. HOCHSTETLER, A. M.
History, Political Science

*H. FOSTER JONES, A. M.
English

ELLA McINTIRE, B. L. S.
Librarian

EDWARD W. DAVIDSON, A. B.
Physics, Mathematics

HELEN V. CARSON, A. B.
Latin, Dean of Women

EVERETT LEE HUNT, A. B.
Debate and Oratory

NELLIE PYLE, A. B.
Mathematics

RALPH J. GILMORE, A. M., Ph. D.
Biology

LOUISE FRENCH, A. B.
Latin, English

FREDERIC B. OXTOBY, A. M., B. D.
Biblical Literature and Interpretation

WALTER LESLIE HARRIS, A. M.
Prin. Acad. Dept., Education, History

OLIVER RALPH OVERMAN, A. M.
Chemistry

CLEMENT THOMAS, A. B.
Academy English

GERTRUDE ABEL, A. B.
French, German

ROSE RADCLIFFE, B. S.
Assistant in Biology Department

EVAN O. WILLIAMS
Coach in Athletics

*On leave of absence during the year 1915-1916.

Faculty

Continued

SCHOOL OF MUSIC

R. W. HANS SEITZ
Director, Voice

IRENE DEMING
Piano, Normal Training, Harmony, Musical History

MARGARET HULL
Piano, Harmony, Theory

HANS CHRISTENSEN
Violin

BUSINESS COLLEGE

LEROY I. DAY, A. B.
Bookkeeping, Arithmetic, and other Commercial Subjects

ELLA STARR
Shorthand, Typewriting

ALVA E. TAYLOR, D. C. L.
Lecturer on Commercial Law

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President

WARD WEBSTER SILVER
Dean

CHARLES W. HOCHSTETLER
Registrar

EDWARD W. DAVIDSON
Secretary of the Faculty

HELEN V. CARSON
Dean of Women

JOHN I. PASEK
Treasurer and Office Secretary

LILLIAN LONGSTAFF
Office Assistant

DAVID D. LESSENBERRY
Office Assistant

MARY E. SCRUBY
Matron of Elizabeth R. Voorhees Dormitory

STANDING COMMITTEES OF THE FACULTY

Administration
Gage, Silver, Hochstetler, Davidson, Carson, Harris

Absence
Silver, Carson, Harris

Athletics and Gymnasium
Hochstetler, Davidson, Gilmore, Overman, Day

Courses
Hochstetler, Silver, Carson, Harris

Curriculum
Silver, Reid, Notestein, Hochstetler, Davidson, Gilmore, Harris

Library and Literary Work
Notestein, Reid, McIntire, Oxtoby

Public Entertainments, Social Functions
Davidson, Carson, Gilmore

Scholarships and Student Aid
Gage, Reid

Student Publications
Carson, Pyle, Hunt, Overman

Catalogue
Notestein, Reid, Oxtoby

Historical Statement

THE College was organized in 1883 by the Presbytery of Southern Dakota which then formed a part of the Synod of Minnesota. In April, 1882, the Presbytery appointed a special committee consisting of Rev. H. P. Carson, Rev. R. B. Farrar, and Rev. W. S. Peterson, to "consider the feasibility of organizing a college within the bounds of the Presbytery." During the spring meeting of the Presbytery, held at Huron, April 26th, 1883, articles of incorporation were adopted and afterwards filed with the Secretary of State on July 6th.

The new institution was located at Pierre under the name of Pierre University. Rev. Thomas M. Findley was appointed President and the first term of school was begun on September 26th, 1883.

The Synod of South Dakota being organized in October, 1884, control of the new College was transferred from the Presbytery to the Synod.

In 1885 Rev. William M. Blackburn, D. D., LL. D., became President. For some years the school prospered. Then came a succession of dry years bringing in their train crop failure and financial panic.

On June 1-2, 1898, a special meeting of the Synod was held at Huron. Dr. Blackburn signified his desire to give up the unequal struggle with adverse conditions and resigned the presidency. The College was moved from Pierre to Huron, the name changed to Huron College, Scotland Academy was consolidated with it, and Rev. C. H. French was appointed to the presidency. The people of Huron gave a large building for the use of the College, and the first term of school in the new location was begun on September 20th, 1898.

In 1902 The Chicago and Northwestern Railway Company offered to give four blocks of ground in the residence part of town, for a campus.

In 1904 Mr. Ralph Voorhees, of Clinton, New Jersey, gave $15,000 towards the cost of a dormitory for girls. The women of Huron raised $5,000 for the same purpose. The building was completed during the year at a total cost of $27,900 and named the Elizabeth R. Voorhees Dormitory for Girls.

In February, 1905, a part of the central heating and lighting plant having been placed upon the campus in addition to the dormitory, a deed for the campus was received from the Railway Company.

On December 4th, 1905, the down-town building was sold. In October of that year Mr. Voorhees offered to give $100,000 towards the cost of a new main building on the campus. This building was completed during the spring of 1907 at a total cost of about $122,000. During this time the heating and lighting plant was completed at an additional cost of over $25,000. A further gift of $15,000 from Mrs. Voorhees wiped out the remaining indebtedness on the buildings, giving the College a splendid property, free of debt, with which to face a great opportunity.

In July, 1908, Dr. D. K. Pearsons, of Chicago, sent $15,000 to be the beginning of a permanent endowment.

In November, 1909, Mr. James J. Hill offered to give $50,000 towards the endowment of the College. Others, including Mr. L. H. Severance and Mrs. Voorhees, followed with conditional offers or gifts. On May 25th, 1911, The General Education Board, of New York City, offered to give $100,000 on condition that the total endowment should be made $500,000. On November 11, 1911, the half-million-dollar subscription was completed. Over $430,000 has already been collected and invested in farm mortgages.

Presidents of Pierre University and Huron College

Rev. Thomas M. Findley (Pierre) 1883-1884
William M. Blackburn, D. D. (Pierre) 1884-1898
Calvin H. French, D. D. (Huron) 1898-1913
Rev. Harry Morehouse Gage, A. M., LL. D 1913-

Chronology

April 26, 1883 Articles of Incorporation were adopted by the Dakota Presbytery during the spring meeting held at Huron, South Dakota.

July 6, 1883 This institution began as "The Presbyterian University of Southern Dakota" and was incorporated under that name July 6, 1883, by the Presbytery of Southern Dakota, which then included all that part of Dakota Territory south of the 46th parallel of North Latitude. The Articles of Incorporation were adopted on April 26, 1883, by the Presbytery during the spring meeting held at Huron, South Dakota.

Sept. 26, 1883 The institution opened September 26, 1883, in Pierre, South Dakota, in a frame building which had just been completed for that purpose. Rev. Thomas M. Findley was president.

Oct. 11, 1884 The Synod of South Dakota accepted the institution from the Presbytery and incorporated it as "Pierre University."

Oct. 10, 1885 Rev. Wm. M. Blackburn, D. D., LL. D., was inaugurated president.

June 1, 1887 Frank A. Farrar, **first college graduate,** was graduated with the degree of A. B.

June 2, 1898 Pierre University and Scotland Academy were merged into Huron College and located at Huron, South Dakota.

June 24, 1898 The resignation of Rev. Wm. M. Blackburn, D. D., LL. D., as president was accepted and Rev. Calvin H. French was elected president.

Sept. 20, 1898 First term of school opened at the new location—Huron, South Dakota.

Dec. 29, 1898 Death of Dr. Blackburn at his home in Pierre, South Dakota.

1902 Campus of four blocks was offered by the Western Town Lot Company.

Jan. 22, 1903 Mr. Ralph Voorhees assigned to Huron College certain mortgage and other securities valued at $25,000.

Oct. 14, 1903	The name of the corporation was changed from "The Synod of South Dakota" to "Huron College."
1903	Ladies' College Association of Huron pledged $5,000 towards the construction of a girls' dormitory.
December, 1903	Mr. Voorhees offered $15,000 towards the completion of the new dormitory, which was named the Elizabeth R. Voorhees Dormitory for Girls.
Oct. 8, 1904	The Elizabeth R. Voorhees Dormitory for Girls, the first building erected on the new campus, was dedicated.
Feb. 7, 1905	Campus of four city blocks was deeded to Huron College by the Western Town Lot Company.
Nov. 7, 1905	The Trustees formally accepted Mr. Voorhees' offer of $100,000 towards the construction of a new central building.
Dec. 4, 1905	The down-town building sold. (This building was originally built for a hotel in 1888 and later (1898) was bought by the citizens of Huron and given to the Trustees of the College.)
June 7, 1906	Laying of the corner stone of Ralph Voorhees Hall, the new central building.
Feb. 15, 1907	College work was transferred to the Ralph Voorhees Hall from the down-town rented rooms.
Oct. 5, 1907	Ralph Voorhees Hall, the new central building, was dedicated.
July 8, 1909	$15,000 was received from Dr. D. K. Pearsons as the beginning of a permanent endowment.
Nov. 11, 1909	James J. Hill pledged $50,000 towards an Endowment Fund of $250,000.
Mar. 25, 1911	Huron campaign for $50,000 towards an Endowment Fund of $500,000 was closed.
May 25, 1911	General Education Board pledged $100,000 towards an Endowment Fund of $500,000.
Nov. 11, 1911	Campaign for an Endowment Fund of $500,000 was closed successfully.
Sept. 30, 1913	Inauguration of Harry Morehouse Gage as President of the College.

Grounds, Buildings and Equipment

Campus—The Campus consists of four city blocks, about fifteen acres of ground, in the southwest part of town. It is admirably located, within easy walking distance from any part of town, yet far enough from the business section to be undisturbed by traffic.

The Ralph Voorhees Hall—This building is a beautiful, substantial, and complete college building. Besides the offices and general class rooms, it contains a chapel seating five hundred, space for the library, laboratories, commercial work, the musical department, and the gymnasium.

The Elizabeth R. Voorhees Dormitory for Girls—This is a handsome structure, fifty-eight by ninety-eight feet in breadth and length. It is heated by steam and lighted by electricity. The inside finish is birch with hard maple floors. On the ground floor a commodious dining room and kitchen provide for the college dining club. On the two main floors and the attic floor above, there are comfortable and homelike rooms for sixty girls.

The Heating and Lighting Plant—The installation includes three large boilers with a total capacity of two hundred and eighty-five horse-power. A hundred horse-power engine with a fifty kilowat, direct-connected dynamo furnishes light for all the buildings. The plant has been planned with a capacity sufficient to provide heat and light for all the buildings of the proposed group, and it is complete and modern in every respect.

THE LIBRARY

The library is housed in the two northeast rooms on the main floor of the Ralph Voorhees Hall. The larger room is used as a reading room, and the reference books, current magazines and newspapers are kept here, readily accessible to all. The smaller room is used as stackroom but it is entirely too small for our purposes at this time.

In order to close our fiscal year at the close of the college year, the following statistics are taken from the report of the Library for the year ending September, 1915. The statistics for this year will, therefore, overlap the statistics appearing in the catalogue, June, 1915.

"The library now numbers 8648 volumes besides pamphlets, unbound magazines, and government documents which are not accessioned. We have added during the year 356 bound volumes, divided among the main classes as follows: general works, 18 vols.; philosophy, 28 vols.; religion, 21 vols.; sociology, 50 vols.; science and arts, 103 vols.; literature and language, 79 vols.; history and biography, 57 vols.

"The number added is not so large as last year when 546 volumes were added, but the new books were unusually good. There have been no large single gifts during the year, the largest being as follows: 27 volumes from the Freshman English Class; 23 volumes from Professor William H. Powers, Brookings, S. Dak.; 18 volumes from Mrs. W. R. Link, Huron; 15 volumes from Miss Elizabeth Reid, Huron College; 7 volumes from Professor Edward W. Davidson, Huron College; 10 volumes from the Librarian. The College has purchased 90 volumes during the year and the remaining volumes accessioned were gifts from friends of the College."

We are indebted to Mr. and Mrs. A. H. Olwin for the beginning of an endowment for the library. Their gift of $1,000, to be used for the benefit of the Library, was their part of the half million endowment subscription. Additional gifts for this purpose are earnestly desired.

The Library is receiving the following periodicals, about half of which are gifts, either from publishers or other friends.

Advance
Advocate of Peace
American Economist
American Issue
American Journal of Sociology
American Magazine
Amethyst
Annals of the American Academy of Political and Social Science
Assembly Herald
Associate Teacher
Association Monthly
Atlantic Monthly
Bible Champion
Century Magazine
Christian Work
Classical Journal
Congressional Record
Continent
Current History
Current Opinion
Dial
Edison Monthly
Educational Review
Everybody's Magazine
Fatherland
Fortnightly Review
Forum
Harper's Monthly
Harvard Alumni Bulletin
Healthologist
Huron Alphomega
Huron College Bulletin
Independent
Intercollegiate Socialist
International Conciliation Bulletins
International Music and Drama
Japan Evangelist
Journal of Political Economy
Literary Digest
Living Age
Missionary Review of the World
Musician
Nation
National Geographic Magazine
New Republic
North American Review
North American Student
Our Dumb Animals
Outlook
Philippine Presbyterian
Presbyterian
Reader's Guide
Review of Reviews
Saturday Evening Post
Scientific American
Scientific Monthly
Scribner's Magazine
Smithsonian Institution, Miscellaneous Collections
South Dakota Educator
South Dakota Farmer
South Dakota Library Bulletin
Square Deal
Survey
U. S. Commerce and Finance, Monthly Summary
U. S. Documents Office—Monthly Catalogue of Government Documents
U. S. Children's Bureau, Bulletin
U. S. Bureau of Education, Bulletins
U. S. Geological Survey, Bulletins
U. S. Labor Bureau, Bulletins
U. S. Labor Statistics, Monthly Review
U. S. Library of Congress, State Publications
Wisconsin Library Bulletin
(Die) Woche (For current use)
World Peace Foundation. Publications
World's Work
Yale Review
Youth's Companion

DAILY NEWSPAPERS

Aberdeen Daily American
Aberdeen Daily News
Chicago Herald
Huron Daily Huronite
Minneapolis Journal
New York Post
Pierre Dakotan

THE LABORATORIES

Chemistry—In the Chemistry Laboratory, three tables with every facility provide places for twenty-eight students at one time. The tables are fitted with alberine stone tops which resist the action of acids. Gas, and hot and cold water are provided for the use of each student.

Physics—The Physics Laboratory is equipped with specially made oak tables, each student's place being provided with gas and electricity. Much new apparatus has been added in recent years, and a thorough laboratory training is given with each course offered.

Biology—Much advanced work has been done in this department during the past year. New equipment has been added, enabling us to offer excellent work in this department.

MUSIC ROOMS

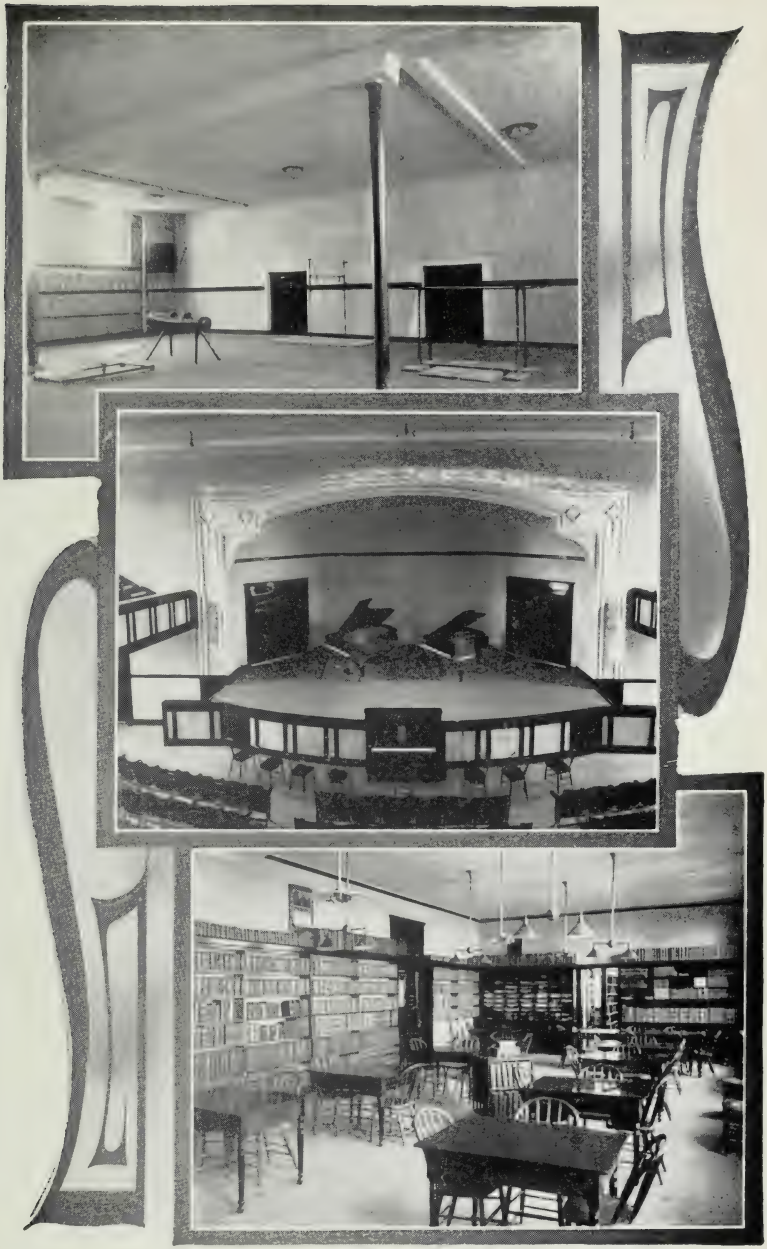
Twelve rooms at the rear of the chapel are arranged for the use of the Department of Music. Two of them open, through large double doors, upon the stage, and, by means of the freight elevator, pianos on any floor are quite accessible for use in recitals or other public programs. Eighteen pianos are now in use in the building. A freight elevator lifts pianos to the various floors on which the practice rooms are located. This arrangement of the rooms is not only well adapted to the regular work of the department, but it is also most convenient for recitals and special musical programs.

THE GYMNASIUM

The basement in the rear portion of the building is fitted up as a gynmasium. The floor is fifty-four by forty-five feet and the ceiling is fifteen feet high. Some equipment has already been provided and more will be added as is necessary. A competent director is in charge of the gymnasium. Convenient shower baths, with hot and cold water, are attached to the gymnasium, dressing rooms and locker rooms for both young men and women are conveniently located, and the entire gymnasium equipment is modern.

THE CHAPEL

The chapel is a beautiful room seated with five hundred opera chairs on the main floor and in the gallery. There is room for two hundred other chairs when they may be needed. The finish woodwork here, as in other parts of the building, is weathered oak, the opera chairs being in the same color. A large and con-



Scenes in the Gymnasium, Chapel and Library

venient stage with the music rooms opening upon it from the rear provides a most complete and suitable arrangement for the daily chapel exercises and other public programs.

THE COLLEGE PRESS

During the summer of 1910 a complete job printing plant was installed in the two south rooms on the ground floor of the Voorhees Hall. This was done in order that the College might do its own printing and carry on a systematic and effective campaign of publicity. A large amount of work is done, including The Huron Alphomega, the College Bulletin, many blanks and much miscellaneous printing.

General Information

The City of Huron—Huron offers many advantages as a college community. It is located almost exactly at the center of the eastern half of the state. It has a population of about seven thousand and is rapidly growing. It is the division headquarters for the Dakota division of the Chicago and Northwestern Railway System. Division offices, large shops, a round house, and extensive freight yards are located here. Four lines of this railway radiate north, south, east and west from Huron, giving easy access to every part of the state. One of these lines has recently been extended two hundred miles to the westward into the Black Hills region, thus giving access to Huron from the entire western half of the state.

One line of the Great Northern Railway with connections to St. Paul and Minneapolis adds to the excellent railway facilities.

Besides the railroad business, the most important interest in Huron is trade with the surrounding country and the smaller towns.

Organization and Government—The College is under the management of the Presbyterian Synod of South Dakota. The Synod elects the Trustees, who are divided into three classes which serve three years each. Two-thirds of them must be members of the Presbyterian church. This Board of Trustees appoints the Faculty and administers all the affairs of the school. They meet statedly twice a year, and at other times on the call of the President of the Board. In the interval, an executive committee has charge of all college affairs.

Not a Sectarian College—The College is Presbyterian, but not sectarian. There is no teaching of denominational doctrine and no effort to influence students in behalf of the Presbyterian church rather than any other church which they or their friends may prefer. In its own locality the College receives sympathy and help from people of all denominations and from many of none. It opens its doors freely to all, asking only that they come with an earnest desire to learn and serve the truth.

Educational Standards—Huron College, considered as distinct from high schools and training schools on the one hand and graduate schools and professional schools on the other, aims to fulfill the essential functions of a college of liberal arts. The mission of the College, aside from character building, for which definite provision is made, is intellectual. Graduates of Huron should be capable of the rational use of experience. They should have a grasp of the principles underlying the professions and the various phases of human relations.

The College strives to keep in touch with the best educational thought of the day and to associate itself with recognized leaders in the field of education. In January, 1915, Huron became a member of the newly organized Association of American Colleges, which promises to become a strong and good influence among colleges generally. In March, 1915, it was admitted to membership in the North Central Association of High Schools and Colleges. This endorsement by an association so widely known as the North Central will be highly valued by the friends and patrons of the College. It is a just recognition of the ideals and standards maintained by the institution.

The Academy, the School of Music, and the School of Commerce are maintained primarily for the direct services which they are able to render to students enrolled in regular college courses and to those who are preparing for such courses. Furthermore, these schools are of service to the people of South Dakota by providing some training and education for many young people who cannot take a college course.

Normal courses leading to a State Certificate and a Life Diploma are provided for those who wish to teach. These are so correlated with the regular courses that the work can be credited toward graduation from College or Academy.

Bequests—A suitable form of bequest is sometimes desired by those who, while they cannot give largely during their lives, wish that their property may ultimately be used for the upbuilding of such an institution as Huron College. To such the following form is suggested: "I give, devise, and bequeath to Huron College, a corporation, of Huron, South Dakota, for the use and benefit of said College.....
....."

If real estate is to be conveyed, a full legal description of such property should be given. If it is desired that the gift be kept as permanent endowment, that purpose should be stated. Any specific use to be made of such gift or any designation of the name by which a memorial fund is to be known can readily be indicated by the giver. For information with regard to any of these matters, address the President of the College.

The College Board—The Board of Aid for Colleges and Academies was reorganized by the General Assembly of 1904, and is now the College Board of the Presbyterian Church, with offices in New York City. It aims to aid Presbyterian Colleges wherever they may be, but its special effort at present is toward the establishing of certain colleges in the newer parts of the West. The institutions to be helped are selected in view of their strategic locations, the quality of the work done, and the purpose and responsibility of faculties and trustees. The colleges seeking aid are thoroughly investigated by the Board. For those deemed worthy of aid, adequate amounts for current expenses and large sums for endowments will be sought. Huron College has the warmest interest of the Board and has always been aided to the extent of its power.

Home Life—It is of the greatest importance that a real home life be provided for young people who may for the first time be away from their own homes. This the College aims to give, surrounding the students with all needful restraints, while at the same time making the conditions of school life as agreeable as possible.

The Dean of Women will be in personal charge of the conduct of the girls in the dormitory, and the greatest care will be taken to bring the refining influences of home life into the lives of the students.

Student Self Support—In a country as new as that around Huron, many students are compelled to earn their own expenses if they attend college at all. For this reason the College charges are made as low as possible and every effort is made to secure employment for students who need it. The College can not promise to obtain work for all needy students, but all the assistance possible will

gladly be given to such young people. A large proportion of the students have always been able to earn a part or all of their expenses during the school year.

STUDENT ORGANIZATIONS

Young Men's Christian Association—The Association is one of the most efficient of the student organizations. It engages in all the usual activities of such associations and in some that seem peculiar to the Huron situation.

At the opening of the school year it aids students in finding rooms and in getting acquainted. In every way possible it seeks to strengthen the Christian influence of the College. A devotional meeting is held every week, and special meetings are held from time to time. The Association becomes virtually a Society of Andrew and Philip seeking to bring every young man in the institution to live a genuine Christian life.

The Association has expended over twenty-two hundred dollars in fitting up and furnishing a room for its use in the upper part of the Ralph Voorhees Hall. The use of this room has added greatly to the interest and effectiveness of both the social and religious life of the Association.

A creditable representation has gone each year both to the summer conference and to the state convention.

Young Women's Christian Association—This Association works along lines similar to those followed by the Y. M. C. A. It is a center for much of the social life of the College. Its earnest religious purpose is never subordinated, however, to social interests. There are classes for Bible and Mission Study. Regular devotional meetings are held. There are occasional union meetings with the Y. M. C. A. Delegates are sent each year to the national conference and to the territorial convention. An earnest spiritual purpose characterizes the association and its influence stimulates and strengthens the religious life of the students.

Students' Association—This is a formal organization of the student body including every student regularly enrolled in any department of the institution. Its object is to find convenient and effective methods by which all proper student enterprises and activities may be promoted and all improper influences and activities eliminated. Incidentally it furnishes some excellent opportunities for students and Faculty to co-operate in such efforts.

Literary Societies—Five literary societies, conducted by students, under the general supervision of the Faculty, are in successful operation. In the Collegiate Department these are: the Philomathean, the Eulalean, and the Boethean; and in the Academy: the Treiskaideka and the Orthologean.

College Paper—Since 1909 the College paper, "The Huron Alphomega," has been published as a weekly instead of a monthly. It gives a valuable business and literary training to the students who act as managers and editors and stands out as a true exponent of college life and as an interesting medium of communication between the College and its friends.

PRIZES

The F. H. Kent Prize of twenty-five dollars is offered annually by the friend whose name it bears. This prize is awarded to the winner of first place in a local contest in oratory. In addition, the Students' Association offers a prize of fifteen dollars to the winner of second place in the contest.

The Charles E. DeLand Prize Medal In Oratory—Mr. Charles E. DeLand, of Pierre, South Dakota, during 1912 gave $500 as the endowment of a prize medal to be known as the DeLand Prize Medal in Oratory. The income of this endowment is to be used annually in providing the medal to be awarded to the winner of this contest.

The 1913 Class Prize in Debate—The college class of 1913 has established an annual prize of ten dollars for the best individual work in debate.

The Smith Trophy in Extemporaneous Speaking—Mr. W. C. Smith, of Huron, has given a cup as a prize for an extemporaneous speaking contest. The cup will remain permanently in the College, the winner's name being engraved on the cup each year. All students in the College department will be eligible for this contest.

The Thomas Maynard Prize is offered by Mrs. William M. Griffith, Jamaica, N. Y., in memory of her father. It consists of twenty-five dollars to be awarded in a first prize of fifteen dollars and a second prize of ten dollars to the winners of the first and second places in a contest in declamation to be held at the close of the second semester.

The Robert C. Gibbs Prize consists of a Webster's Unabridged Dictionary and is offered to the student in the College or Academy Departments who has the highest general standing for the year. In awarding this prize, in accordance with the desire of Mr. Gibbs, consideration is given to any special difficulties under which students labor who are compelled to earn part or all of their expenses.

The Presbyterian Board of Temperance offers an annual prize of twenty-five dollars to be awarded to the winner of the Prohibition Oratorical Contest.

THE OLIVER LECTURES

This course of lectures was established by Mrs. Harriet N. Oliver in memory of her husband, Mr. J. S. Oliver, long a resident of Huron and one of the oldest and best friends of the College. It provides for two lectures to be given each year before the student body and the general public, the subject to be selected within the field of Economics. The course is known as "The Oliver Lectures," and is supported by a permanent endowment fund known as "The Oliver Memorial Endowment Fund."

The following men have served as Oliver Lecturers: In 1911, Hon. Coe I. Crawford and Judge A. E. Taylor; in 1912, Calvin H. French, D. D.; in 1913, Wallace Notestein, Ph. D.; in 1914, Horace Wayland Tilden, A. M., D. D.; in 1915, President C. C. O'Harra, Ph. D.; in 1916, Prof. G. L. Robinson, Ph. D.

Scholarships

The purpose of all scholarships is to aid and honor needy and worthy students who are able to meet the requirements of good scholarship, high personal character, exemplary conduct and habits of economy in the use of both time and money.

A full scholarship is fifty dollars a year. The amount assigned to any one student will depend on the need and the merit of the applicant and on the amount of funds at the disposal of the Scholarship Committee.

It is the policy of the Scholarship Committee not to assign scholarships to students who are conditioned in any subject.

A scholarship may be withdrawn because of a failure or condition in any subject. When a scholarship has been withdrawn in this way, it may be renewed after the lapse of one semester, provided that former deficiencies have been made good and no new ones incurred.

In awarding scholarships preference is given to regular candidates for a degree, and to those who expect to complete their course in Huron College.

Applications for scholarships must be made on blank forms provided by the Scholarship Committee.

Students of the College should make out their applications for scholarships in June and December of each year. Prospective students should apply as early as possible, and their applications should be accompanied by the testimonials indicated in the blank forms.

Communications concerning scholarships should be addressed to the President.

The following scholarships have already been established:

The Horace B. Silliman Scholarships, five in number, were established in 1906 by the Hon. Horace B. Silliman, LL. D., of Cohoes, N. Y. Dr. Silliman gave $5,000 for the endowment of these scholarships, believing, as he said, "that this will be for the advancement of Christian education." These scholarships will be awarded to deserving young men by vote of the Faculty on recommendation of the Committee on Scholarships.

The J. Calvin Ely Scholarships, two in number, were established by Rev. J. Calvin Ely, D. D., of Morgantown, West Virginia. They are maintained by two endowments of $500 each made in 1906 and in 1913 respectively. In awarding these scholarships preference is given to young men who are studying for the Christian ministry.

The Louis K. McClymonds Scholarships were established in 1910 and are maintained by an annual gift of $620. This amount, after providing for the necessary expenses, is divided into portions of $100 each and awarded to six graduates from the High Schools of South Dakota or adjoining states who win the highest ranking in an examination conducted by the College, and who certify their intention, in case they can complete a college course, to pursue their studies in Huron College. Candidates for these scholarships must be graduates of the current year from four-year courses and they must be prepared to meet the

requirements for admission to the Freshman class as stated on a later page. The six students winning these scholarships will receive $50 at the close of the first semester and $50 at the close of the second semester. Should any of the winners of these scholarships drop out of school during the year, a proper portion of the scholarship will be paid and the balance retained for use in aiding other needy and deserving students. The scholarships for the present are valid for one year only and must be used during the school year following the graduation of the winners from High School. Three scholarships will be awarded to boys and three to girls.

The George W. Abell Scholarship was established in 1912 and is to be known as "a memorial to George W. Abell from his wife and daughters." This scholarship is maintained by an endowment of $1,000.

The Maria Blossom Scholarship, established in 1912, is endowed by a bequest of $1,000 from the estate of Mrs. Maria Blossom, of Rochester, N. Y.

High School and Eighth Grade Scholarships—Five colleges, including Sioux Falls College, Yankton College, Dakota Wesleyan University, Redfield College, and Huron College, have formed the South Dakota Association of Colleges for the purpose of securing uniform handling of free scholarships and other matters of common interest. The following rules have been adopted to govern in the granting of free or half tuition scholarships to graduates from the High Schools and eighth grade county schools:

1. Only one scholarship each year will be awarded to any High School or eighth grade county graduating class.

2. Such scholarship may, upon proper request being made, be awarded to the graduate obtaining the first honor rank in any High School or eighth grade county class. Should such graduate be unable or unwilling to accept the scholarship it may be awarded to the graduate obtaining the second honor rank, but not to any lower in rank.

3. These scholarships can not be transferred.

4. To graduates from four-year High School courses these scholarships will convey full tuition for one year, including incidental fees. To graduates from three-year High School courses or from county eighth grade classes they will convey one-half tuition, including incidental fees for one year.

5. These scholarships become void one year after the date of graduation by the student from the High School or the county schools.

6. These scholarships are honored only upon certificate properly signed by the High School Principal or County Superintendent and by the Secretary of the Association of Colleges, who for the present year is Prof. G. H. Scott, Yankton, S. Dak.

7. When properly certified as above these scholarships will be honored by any of the colleges included in the Association.

Expenses

TUITION

Regular Tuition—In the College, tuition is $60 per year, $30 payable each semester. This includes the usual incidental and library fees, which amount to from $10 to $20 per year in most colleges. In the Academy and the Commercial-Academic Departments the tuition is $20 per semester. These fees do not include laboratory or other special fees.

Half Tuition—Ministers' children, or students preparing for the ministry and pursuing regular college or academy courses, will, if it is desired, be given a reduction of one-half on tuition in those courses.

Tuition in Special Departments—For a statement of the tuition charges in the Commercial and Music departments, see the pages giving the accounts of these departments.

Tuition for Short Periods—Tuition in the College for a shorter period than a semester may be paid at the rate of $3 per week, provided that the charge made for any period shall not be less than $5. Tuition in the Academy and the Commercial-Academic Departments for a shorter period than a semester may be paid at the rate of $2 per week, provided that the charge made for any period shall not be less than $5.

Refunds—The expenses of the College are not reduced when a student leaves school before the end of the semester. For this reason, refunds of tuition and other fees can be allowed only to a very limited extent. On payments made by the semester, refunds can be made only in accordance with the preceding paragraph on tuition for fractional semesters. On payments made in advance for the entire year, in case the student leaves the school before the end of the year, the money paid will be applied on the bills as computed by the semester. Should there be any balance remaining after paying the fees as thus computed, it will be refunded.

ROOM, HEAT, AND LIGHT

Rooms in Voorhees Dormitory—Young women from out of town are expected to obtain rooms in the Elizabeth R. Voorhees Dormitory. Most of these rooms are arranged to accommodate two girls each, though there are a few desirable rooms with single beds to accommodate those who wish to room alone. Each room is furnished with a bed, mattress, washstand, crockery, dresser, table, and plain chairs. All other things desired are to be provided by the students. Each occupant of a room in the dormitory should bring three sheets, one pair of pillow cases, and one-half dozen towels. These articles should be plainly marked with the owner's name. Rooms in the Voorhees Dormitory are heated by steam and lighted by electricity. For a statement of the fees for rent, heat and light, see the table of expenses given below. Upon the approval of those in charge and an additional payment of $9 per semester, young women in the Voorhees Dormitory may room alone in larger rooms until the demand for the rooms makes it necessary to put two girls into such rooms. Under special circumstances, young women are allowed to obtain board and room in private

families, but only at such places as are approved by the Faculty. For instance, permission to room outside of the dormitory is given to young women who for good reasons wish to live with relatives and to those who wish to work for board and room. In all cases, those wishing to room outside of the dormitory, must make arrangements with the President and the Dean of Women before engaging rooms. The College keeps on file a selected list of people who wish college girls to live with them and to work for board and room. This list may be obtained by applying to the Office Secretary.

Rooms in Private Families—Young men can obtain board and rooms in private families, prices ranging from $3 to $4.50 per week. Furnished rooms, without board, including laundry for bed and toilet, cost from 75 cents to $1.50 per week for each student. A list of approved rooming places will be kept in the College office. This list will include the names of those who have agreed to co-operate with the College authorities in securing the observance by students of any regulations the Faculty may announce. Students not living in town will be permitted to room only at places named in this list. At the opening of each semester, a committee of the Y. M. C. A. will act as a bureau to aid incoming students in finding rooms.

Reserving Rooms—Rooms in the Voorhees Dormitory will be reserved for incoming students by the semester only on advance payment of $5. Without further payment the student may retain the room for two weeks after the opening of the semester. This payment will apply on the regular semester bill for the room rent when the student registers. No refund will be made in case the student fails to register unless the treasurer of the College receives notification of the surrender of the room on or before the opening day of the semester for which the room is reserved.

Fees for Room, Heat and Light—Students rooming in the Voorhees Dormitory will pay for heat, light, and rent a combined fee of $18 per semester.

Fees for Room, Heat and Light for Fractional Semester—Students rooming in the Voorhees Dormitory for a shorter period than a semester may pay for room, heat and light at the rate of $2 per week, provided that the smallest charge made for any period shall not be less than $5.

MISCELLANEOUS FEES

No Special Incidental and Library Fees—No student registering in any department of Huron College will be obliged to pay special incidental or library fees.

Students' Association Fee—Each student shall pay to the treasurer of the College a fee of three dollars per semester, or five dollars per year, to constitute a special fund for student enterprises, except as hereinafter provided. Students who enroll after the third month of a semester shall pay a fee of one dollar for the remainder of said semester. Students not rooming in the dormitory who enroll for a special course of one or two hours per week only, may, if they do not desire to take advantage of the special privileges provided for under this Association, pay a contingent fee of one dollar per semester in lieu of the regular fee.

Against this fund will be charged any damage to the College property by students not due to ordinary wear (usually covered by a contingent fee).

The payment of the regular fee will entitle the student to (1) a subscription to the College paper, (2) admission to the home oratorical contests and intercollegiate debates, and (3) to all athletic games and contests of the College, not including the State High School Basketball Tournament and the State Meet when held at Huron.

Student enterprises shall be under the direction of three members of the Faculty; one to have supervision over athletics, one to have supervision over the College paper, and one to have supervision over other student enterprises.

These members shall be elected by the Faculty. No debts shall be contracted for any of these enterprises without the consent of the supervising member.

Laboratory Fees—Breakage will be charged to laboratory students at a fair estimate of the value of the apparatus broken. In addition, the following fees will be charged for the use of materials and supplies for laboratory work:—

Beginning Chemistry	$6.00 per semester
Inorganic Chemistry	7.00 per semester
Organic Chemistry	8.00 per semester
Physics (College)	4.00 per semester
Physics (Academy)	2.00 per semester
Biology (all courses in College)	4.00 per semester
Biology (Academy)	1.00 per semester

Commercial—Those taking the Commercial-Academic Course will pay the regular rate for tuition and an additional fee of $10 per semester while taking any one or more of the following subjects:—Bookkeeping, Shorthand, Typewriting.

Special Examinations—A fee of fifty cents will be charged for examinations given at times not regularly specified by the teacher or Faculty. This does not apply to entrance examinations, which are free. Students missing the regular examinations because of sickness may, at the discretion of the teacher in charge, be excused from paying the fee for the special examinations.

Late Attendance—A special fee of $1 will be charged students who enroll after the opening day of the second semester, provided such students have been in attendance during the preceding semester.

Diplomas—The fees for diplomas are as follows:

For College degrees	$5.00
For diplomas from other departments	3.00

Table Board—A dining hall managed on the club plan is maintained on the ground floor of the Voorhees Dormitory. The large and pleasant dining room is capable of seating two hundred. During the past year board has been $3 per week. Students rooming in town may obtain board at the club table if they so desire.

Books—A supply of text books is handled in the College Book Store under the supervision of the Faculty. From this supply, students may purchase books at the usual retail price. Books are sold for cash.

SUMMARY OF EXPENSES

Tuition:—	First Semester	Second Semester	Year's Exp.
College	$30.00	$30.00	$60.00
Academy	20.00	20.00	
Room, Heat and Light, in Voorhees Dormitory	18.00	18.00	36.00
Table board, about $3 per week, 36 weeks			108.00
Laundry and other expenses, estimated			16.00
Books, from $5 to $12			10.00
Students' Association Fee			5.00
Total			$235.00
Tuition in Other Departments:—			Year's Tuition
Accounting or Stenography	$30.00	$30.00	$60.00
Music—Piano, Violin, or Voice:—			
One lesson per week	$12.00 to $18.00		per semester
Two lessons per week	18.00 to 30.00		per semester

Note:—For further information about the fees in the special departments, see the accounts on pages 63, 68 and 77.

PAYMENTS

All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. Should it be impossible to do this, parents or students should write in advance to the President or the Treasurer concerning arrangements.

General Requirements

Type of Students Desired—Only students with an earnest purpose are desired. For such, few regulations are necessary. The main purpose for which any student should come to college is the prosecution of his work and the enjoyment of the advantages afforded by the institution. If any student manifests a persistent lack of interest in his work, and by continued failure wastes his own time and that of his instructors, or if in the judgment of the College authorities his general course of conduct brings discredit upon the institution, the College reserves the right to dismiss such student without stating any more specific cause.

Chapel—All students are required to attend at least four-fifths of the daily chapel exercises. Those whose religious beliefs prevent them from participating in these exercises will be excused.

Church—On Sabbath all students are expected to attend at least one service at such church as they or their parents may select.

Matriculation—All students before registering for courses are required to matriculate. In making application for matriculation students pledge themselves, on condition of being admitted to the privileges of the institution, to observe to the best of their ability the rules and regulations of the Trustees and Faculty and to do what they can to promote the interest of the institution.

Conduct of Students—The Faculty of the College have passed certain administrative rules which apply to classification, absences, credits and similar matters. With regard to conduct of students, it is the policy of the Faculty not to pass rules; and with few exceptions this policy has been followed. *Students, when they matriculate, are placed upon their honor.* They are expected to conduct themselves as ladies and gentlemen at all times and in all places, and to respect the rights and privileges of their instructors and fellow students, and to attend faithfully to their work. Without assigning any specific reason, the Faculty may at any time dismiss any student whose conduct in their judgment is detrimental to the welfare of the institution.

Supervision of Women—All young women away from home, whether rooming at the dormitory or not, are under the supervision of the Dean of Women, and are responsible to her for their conduct.

Study Hours—All students are expected to observe such study hours as the Faculty may announce.

Admission to Classes—Admission to classes is by card. No cards entitling students to enter classes will be issued until the student has paid his tuition and other fees or has made arrangements for their payment satisfactory to the Treasurer of the College. No student will be recognized as a member of a class until the proper class card has been filed with the instructor and until the card has been received the student will be marked absent from the beginning of the semester.

Absences—Unexcused absences in excess of a certain number deprive a student of partial or complete credit in any course in which the absences occur. Credits lost because of excused absences may be restored, but only when the

work in arrears has been satisfactorily completed. As a general rule absences because of serious illness are the only excusable absences.

Dropping Courses—No student having once enrolled in a course, shall be permitted to withdraw from such course without written consent from the Faculty Committee on Courses and from the instructor of the course in question. Failure to secure such consent shall constitute failure in the course and shall debar the student from enrolling in any other course during the same semester and shall also deprive the student of credit in courses in which he has already enrolled.

Grades, Conditions, Failures—The passing grade in the College Department is 60 per cent. In the Academy and Commercial Departments the passing grade is 75 per cent. A standing between passing grade and 10 per cent. below it constitutes a condition. Conditions incurred in the preceding semester and not removed by examination on the second Monday of October or the first Monday of March, will be recorded as failures. When a failure is recorded, credit may be secured in the course in which the failure has been incurred only by repeating the course in a following semester. Failures prevent a student from continuing a course in the semester immediately following.

Classification—In determining the classification of a student, advance credits shall be subtracted from conditions; then if he lacks more than half the required credits in any year, he will be classified in the class below.

Credits—Credit for work required in any of the departments of this institution may be obtained in any of the three following ways: 1. By transcription of the records from some approved school in which the work has already been done. 2. By a successful examination in the subject. 3. By doing the work regularly with the classes as organized. Pupils from country schools should bring county certificates showing graduation from the eighth grade. Students from town schools or high schools should bring certified copies of standings in the subjects completed, together with any diplomas or other certificates held. In all cases, certified copies of standings in all subjects completed should be submitted for record.

Limits of Work—No student in the College, without special grant of the Course Committee, shall be permitted to carry less than thirteen nor more than twenty-one recitation periods per week.

Participation in Public Affairs—Public affairs include athletic, oratorical, debating, and musical contests. Participation in Public Affairs in connection with any department of the College is always confined to students in good standing. Students who participate in intercollegiate athletic contests must conform to the requirements of the Minnesota-Dakota Athletic Conference. Participants in other Public Affairs must be actually taking sufficient work to satisfy the minimum number of hours required in the course pursued. Furthermore, the participant must be able to present a record of satisfactory class work. At the middle and end of each semester those who are doing unsatisfactory work in two or more subjects are reported as ineligible for the next half-semester. Unsatisfactory work means work below the passing mark. A student whose average in all

studies falls below the passing mark may be placed upon the ineligible list at any time. Students under discipline are ineligible until restored to good standing.

Graduation—No student should be absent from any portion of the Senior year. Students are not admitted as candidates for the bachelor's degree after the beginning of the first semester of the Senior year. At the beginning of the second semester of the Senior year candidates for degrees are required to classify without conditions.

Student Organizations—Before any student organization is completed, its constitution and by-laws must be submitted to the Faculty for approval. Subsequent amendments to a constitution and changes in by-laws must also be submitted to the Faculty.

REQUIREMENTS FOR ADMISSION

College—Graduates of the Academy department are admitted to the Freshman class without conditions.

Graduates from approved high schools who present fifteen units according to the list given below will be admitted to the Freshman class, a unit being a course of study pursued throughout a school year of not less than thirty-five weeks, with five recitations a week of at least forty minutes each. Students not graduates of approved schools or academies must present sixteen credits for admission, or must be examined according to the graduation requirements of Huron Academy.

Applicants from other colleges of equal rank will be admitted to advanced standing on the presentation of properly certified credentials and of honorable dismissal from the institution last attended.

Mature students wishing to take a special course may be admitted to such courses as they are prepared to enter.

Attention is called to the statement upon a following page with regard to requirements for degrees.

CREDITS TO BE SUBMITTED:—Fifteen Units

Group I. **Required Subjects, Nine Units**

English	counting	3	units
Algebra	"	1	"
Geometry	"	1	"
Science	"	1	"
History	"	1	"
Foreign Language	"	2	"

Note:—Civics may be offered as one-half unit of the required work in history.

Group II. **Elective Subjects, Five Units from the following list—no more than two in any one subject.**

English (advanced)	counting	1	units
Algebra (advanced)	"	½	"
Solid Geometry	"	½	"

Ancient History	counting	1	units
Mediaeval and Modern History	"	1	"
English History	"	½	"
American History and Civics	"	1	"
General History	"	1	"
Latin (elementary)	"	2	"
Cicero and Composition	"	1	"
Virgil	"	1	"
Greek (elementary) and Composition	"	1	"
Anabasis and Iliad	"	1	"
German (elementary)	"	2	"
German (advanced)	"	1	"
Physics	"	1	"
Chemistry	"	1	"
Botany	"	½	"
Zoology	"	½	"
Physiology	"	½	"
Physical Geography	"	½	"
Agriculture	"	½	"

Description of Entrance Courses

FOR ENTRANCE TO THE FRESHMAN CLASS OF THE COLLEGE, STUDENTS MAY PRESENT THE EQUIVALENT OF THE FOLLOWING COURSES:

English—The chief requirements are: 1. A knowledge of the principles of English Grammar and Rhetoric; the ability to write a simple and correct English style (1 unit). 2. A knowledge of the general history of English and American literature, and of the classics prescribed for entrance to all colleges (2 units). An additional credit of 1 unit may also be allowed for advanced work in English.

As to the number of classics to be read, the minimum is fifteen; for full credit for a three years' course the reading of twenty or more is recommended. The following list is arranged in groups corresponding in degree of difficulty to the several years of the preparatory course. The difference between adjacent groups, however, is not great, and substitution between them is quite allowable. Works not named herein, but similar in character and of no greater difficulty, may, of course, be substituted. Of the fifteen or more classics, one-third should be carefully studied in the classroom; the others should be read wholly or in part outside, although it is sometimes advisable to begin the study in the classroom, to secure the student's interest or to make clear the manner in which the reading is to be done.

For the First Year of Academy or High School: 1. Simpler Poems of Browning. 2. Coleridge's Rime of the Ancient Mariner. 3. Cooper's The Last of the Mohicans. 4. Dickens's A Christmas Carol. 5. Dickens's The Cricket on the Hearth. 6. Hale's The Man Without a Country. 7. Irving's Sketch Book (selections). 8. Longfellow's The Courtship of Miles Standish. 9. Lowell's The Vision of Sir Launfal. 10. Lyell's Travels in North America. 11. Poe's The Raven (and other poems). 12. Scott's Ivanhoe. 13. Scott's The Lady of the Lake. 14. Scott's The Lay of the Last Minstrel. 15. Shakespeare's As You Like It. 16. Stevenson's Inland Voyage and Travels with a Donkey. 17. Stevenson's Treasure Island. 18. Whittier's Snow Bound (and other poems).

For the Second Year of Academy or High School: 1. Addison—Selections from the Spectator; the Sir Roger de Coverly Papers, etc. 2. American public Addresses (simpler examples of American Oratory). 3. Bryant's Thanatopsis (and other poems). 4. Bunyan's Pilgrim's Progress. 5. Burns's The Cotter's Saturday Night (and other simple poems). 6. Byron's Mazeppa (and other poems). 7. Dickens's A Tale of Two Cities. 8. George Eliot's Silas Marner. 9. Early English Ballads (Sir Patrick Spens, Chevy Chase, etc.). 10. Goldsmith's The Deserted Village (and other poems). 11. Goldsmith's The Traveler (and other poems). 12. Goldsmith's The Vicar of Wakefield. 13. Gray's Elegy in a Country Churchyard. 14. Hawthorne's The House of the Seven Gables. 15. Irving's The Tales of a Traveler (selections). 16. Lamb's The Essays of Elia (selections). 17. Lincoln's Speeches (selections). 18. Macaulay's Lays of Ancient Rome. 19. Parkman's The Oregon Trail. 20. Poe's The Gold Bug (and other tales). 21. Pope's The Iliad (selected books). 22. Scott's Kenil-

Ralph Voorhees Hall, the Central Building of Huron College

worth. 23. Scott's Marmion. 24. Scott's The Talisman. 25. Shakespeare's A Midsummer Night's Dream. 26. Shakespeare's The Merchant of Venice. 27. Shakespeare's Much Ado About Nothing. 28. Shakespeare's Romeo and Juliet. 29. Shakespeare's The Tempest. 30. Shakespeare's Twelfth Night. 31. Southey's The Life of Nelson.

For the Third Year of Academy or High School 1. Arnold's Poems (selections). 2. Arnold's Sohrab and Rustum. 3. Bacon's Essays (selections). 4. Browning's Poems (selections, poems more difficult than those recommended for the First Year work). 5. Browning's (Elizabeth Barrett) Poems (selections). 6. Byron's Childe Harold's Pilgrimage, Cantos I and II. 7. Chaucer's Prologue to the Canterbury Tales. 8. Chaucer's Knight's Tale. 9. Chaucer's Nun's Priest's Tale. 10. Chaucer's Squiere's Tale. 11. Chesterfield's Letters (selections). 12. Cowper's The Task, Books I and II. 13. Curtis's The Public Duty of Educated Men. 14. Defoe's The Journal of the Plague. 15. De Quincey's Joan of Arc and The English Mail Coach. 16. De Quincey's The Flight of a Tartar Tribe. 17. Dryden's Alexander's Feast (and other poems). 18. Dryden's Palamon and Arcite. 19. Emerson's Essays (selections). 20. Emerson's Nature. 21. Franklin's Autobiography. 22. Goldsmith's She Stoops to Conquer. 23. Goldsmith's The Good-Natured Man. 24. Holmes's Poems (selections). 25. Irving's The Alhambra (selections). 26. Irving's The Life of Goldsmith. 27. Job. 28. Keat's The Eve of St. Agnes (and other poems). 29. Lamb's Essays of Elia (selections). 30. Pope's The Rape of the Lock and Epistle to Arbuthnot. 31. Ruskin (selections from works). 32. Ruskin's Sesame and Lilies. 33. Shakespeare's King Henry IV, Part I. 34. Shakespeare's King Henry V. 35. Shakespeare's King John. 36. Shakespeare's Julius Caesar. 37. Shakespeare's Othello. 38. Shelly's Poems (selections). 39. Spencer's The Faerie Queene, Book I. 40. Tennyson's Enoch Arden, The Palace of Art, and other poems. 41. Tennyson's The Idylls of the King. 42. Tennyson's The Princess. 43. Thackaray's The Roundabout Papers (selections). 44. Thoreau's Walden. 45. Wordworth's Poems (selections from simpler lyrics). 46. Wordworth's Michael.

For the Fourth Year of Academy or High School 1. Arnold's Culture and Anarchy (selections). 2. Burke's Thoughts on the Present Discontents. 3. Burke's Reflections on the French Revolution (selected passages). 4. Burke's Speech on American Taxation. 5. Burke's Speech on Conciliation with the American Colonies. 6. Carlyle's Essay on Burns. 7. Carlyle's Heroes and Hero Worship (selections). 8. Emerson's The American Scholar. 9. Macaulay's Essay on Addison. 10. Macaulay's Essay on Lord Bacon. 11. Macaulay's Essay on Boswell's Life of Johnson. 12. Macaulay's Essay on Byron. 13. Macaulay's Essay on Warren Hastings. 14. Macaulay's Essay on Lord Clive. 15. Macaulay's Essay on Milton. 16. Macaulay's Essay on Samuel Johnson. 17. Milton's Minor Poems. 18. Milton's Paradise Lost (Books I, II). 19. Milton's Samson Agonistes. 20. Newman's (John Henry) Works (selections). 21. Pope's Essay on Criticism. 22. Shakespeare's King Henry VIII. 23. Shakespeare's Hamlet. 24. Shakespeare's King Lear. 25. Shakespeare's Macbeth.

26. Shakespeare's King Richard III. 27. Shakespeare's The Winter's Tale. 28. Tennyson's In Memoriam. 29. Washington's Farewell Address. 30. Webster's First Bunker Hill Oration. 31. Webster's The Reply to Hayne. 32. Wordsworth's Prelude. 33. Wordsworth's The Excursion, Book I.

The above list is intended merely to indicate the representative works that may very profitably be read in the years to which they are here assigned. The more difficult should be read largely or wholly in the classroom; the simpler may be assigned for outside reading.

Mathematics—(**a**) *Algebra*, including numbers, equations, the fundamental operations, fractions, factoring, solution of problems, simultaneous equations, involution, evolution, quadratic equations, ratio and proportion, introduction to graphs (1 unit).

(**b**) *Algebra* including a review of the fundamentals and a thorough study of radicals, imaginaries, logarithms, variation, the progressions, binomial theorem (½ unit).

(**c**) *Plane Geometry*, including rectilinear figures, the circle, proportional lines, similar polygons, comparison and measurement of polygons, regular polygons and the circle (1 unit).

(**d**) *Solid Geometry*, including lines, planes, angles, polyhedrons, cylinders, cones, spheres (½ unit).

History—Ancient History, to 800 A. D., with special reference to Greek and Roman History (1 unit). Mediaeval and Modern History, from 800 A. D. to the present time (1 unit). Elementary course in English History (½ unit). A High School course in American History and Civics will count as 1 unit. Where Ancient, Mediaeval, and Modern History are given in a single year's course, one unit for General History is allowed.

Latin—Grammar and a beginner's book; four books of Caesar's Gallic War with prose composition (2 units). Six orations of Cicero, including four against Catiline; prose composition (1 unit). The first six books of Virgil's Æneid and a knowledge of prosody (1 unit).

Greek—Grammar, Anabasis Book I (1 unit). Anabasis, Book II, and three books of the Iliad; prose composition (1 unit).

German—Grammar and careful drill on pronunciation. Besides the reading of the first year the student should have read from 150 to 200 pages of easy narrative prose. He should have done considerable easy composition (2 units). An additional credit of one unit may be allowed for advanced work in German.

Physics—The subject must include elementary mechanics, heat, sound, light, electricity, and magnetism. A standard up-to-date text must be used. The laboratory work must be adequate for a thorough understanding of the course. The student should perform at least 35 experiments (1 unit).

Chemistry—General Chemistry, recitations and laboratory work throughout the year (1 unit).

The College Courses

Courses—Two courses, the classical and scientific, are offered in the College. Each student on entering the Freshman class should plan to specialize in subjects which will enable him to complete one or the other of these courses. Graduates from the classical course will receive the degree, Bachelor of Arts; graduates from the scientific course will receive the degree, Bachelor of Science.

Graduation—A student's work in either course requires four years in residence (except for those admitted to advanced standing). Regular work for each student is normally four approved courses and Bible each semester. The number of semester hours required for graduation is 128, 120 of which must have been secured from courses of not fewer than three hours each. The semester hour consists of one recitation or lecture period a week for one semester, it being understood that two laboratory periods shall count as one lecture period. Thus, a course which meets four times a week is reckoned four semester hours for a semester.

Candidates for a degree will be required to take Freshman Bible, English, and Mathematics; Sophomore Bible and History; Junior Apologetics, Economics, and Psychology; and Senior Ethics.

Candidates for the degree of Bachelor of Arts will be required to take in addition to the general requirements Freshman Latin and Greek and Sophomore Latin and Greek; also one year of science.

Candidates for the degree of Bachelor of Science will be required to take in addition to the general requirements four years of science; and, in case a candidate does not offer either French or German for entrance, three years of German and two years of French will be required for graduation.

No student entering as Freshman shall be allowed to graduate in less than eight semesters of residence work unless his average grade for his course has been 85 per centum or higher; and students entering later than the first semester of Freshman year shall be subject to the same requirement as to quality of their work in residence.

FRESHMAN

Required in all courses

1	Bible, one semester	2
51-52	English	4
131-132	Mathematics	4

Additional requirements of candidates for degree of A. B.

121	Latin	4
91	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Science	4

SOPHOMORE

Required in all courses

2	Bible, one semester	2
101	History	4
	Science	4

Additional requirements of candidates for degree of A. B.

122	Latin	4
92	Greek	4

Additional requirements of candidates for degree of B. S.

	German or French	4
	Electives	4

JUNIOR

Required in all courses

3	Apologetics, one semester	4
151	Psychology	4
31	Economics, one semester	4
	Electives	7

SENIOR

Required in all courses

4	Ethics	3
	Electives	12

BIBLICAL HISTORY AND LITERATURE; APOLOGETICS; ETHICS

Professor Oxtoby

The courses in Bible and the allied studies aim to find the fundamental meaning of the Bible story—the message to the individual and to the community from the long course of personal and national training in the Hebrew religious life; to show the relations of this story with the various systems of morals that have gradually come into the form of modern ethical theories; and to trace the approach of these theories towards the cardinal utterances of Christ—the First and Second Great Commandments.

The class room will be furnished with illustrative material and books of reference, maps of all the countries considered, charts, tables and pictures, together with descriptive texts of lands, peoples, and customs, so that an intelligent knowledge can be obtained of the background of Scripture history.

1. The Old Testament—Selected portions will be studied closely; the other parts will be covered by lectures to maintain the explanatory connections with the advancing history; studies in the biography of the leaders in their various services; a comprehensive study of the system of government and the rules of rational living developed among the Hebrews; the course of national development; the causes of disruption and defeat; the dispersion; the Jewish spirit; the elements that survived all the disasters and entered into civilization; the Hebrais-

tic contribution to religion. The poetry and the song of the Hebrews; their drama; prophecy; the penetrative power of the Hebraistic conceptions. This is followed by a concise outline of subsequent Hebrew history. *Required of Freshmen. Second semester. Two hours.*

2. The New Testament—The Messianic relation of the Old Testament with the New; the historical relations of the New Testament with other history; contemporaneous history; the self-revelation of Christ; His divine and human relations; His sympathy with every human life; the elements that made Him the most communicative of all beings; a comparative analysis of His teachings; His conception of the Kingdom of God; the character of the foundation that He laid; the cause of its permanence; the growth of the Kingdom; the perfect adaptation of His message to the advancing conceptions of life in each age. *Required of Sophomores. Second semester. Two hours.*

3. Apologetics—This course will embrace an examination of the historicity of the New Testament and a brief consideration of the grounds of theistic and Christian belief. *Required of Juniors. First semester. Four hours.* Dr. Notestein.

4. (a) Ethics—The history of ethics in theory and practice; the origin of morals; the advance from custom to conviction and choice; the foremost conceptions and explanations; individualism; socialism; Christian ethics. By text-books, lectures, references, discussions, and a thesis. *Required of Seniors. First semester. Three hours.*

4. (b) Ethics—Review of the leading types of modern ethical systems for the selection of fundamental and permanent principles applicable to modern moral issues, both individual and social; comparison of other ideals with the statements of Christ in the expression of His ideal of the Kingdom of God, or ultimate human society; the study of some of the ethical problems present in current experiences; the motive, method and aim of present ethical effort tested by some accepted ideal of ultimate attainment. The work will include discussions, debates on some vital problems, and a thesis. *Required of Seniors. Second semester. Three hours.*

5. Sunday School Methods—A consideration of the history, ideals, organization, methods, and curriculum of the modern Sunday School, with special emphasis upon training in teaching the Bible.

BIOLOGY

Professor Gilmore

11. Zoology—This course takes up the study and dissection of representatives of the invertebrate groups, including life, history, habits, and distribution. *First semester. Two hours recitation and four hours laboratory work.*

12. Zoology—A continuation of 11 work being limited to the vertebrate groups. One lecture each week will be given to discussion and reference on the evidences of organic evolution. *Second semester. Three hours recitation and two hours laboratory work.*

The following electives are open to students who have completed courses, 11 and 12.

13. Comparative Anatomy of Vertebrates—Dissection, recitations and reference work on the anatomy of the vertebrates. *First semester. Two hours recitation and four hours laboratory work.* (Given 1916-1917.)

14. Systematic Zoology—Collection and classification of animals of this locality. Special attention is given to the life of the water. *Second semester. One field trip, two hours laboratory work and two hours recitation or lecture.* (Given 1916-1917.)

15. Animal Histology—A course in the study of animal tissues, with special reference to vertebrates. Considerable attention is given to staining and mounting of slides. *First semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

16. Vertebrate Embryology—Study of the development of the frog and the chick. *Second semester. Two hours recitation, four hours laboratory work.* (Not given 1916-1917; given 1917-1918.)

17. (a) Botany—Study of the lower forms of plant life, algae, bacteria, liverworts, fungi, and ferns. *First semester. Two hours recitation, four hours laboratory.* (Given 1916-1917.)

17. (b) Botany—A continuation of 17 (a). Study of the higher forms of plant life with reference especially to structure, classification, and ecology. The collection of an herbarium will be required. *Second semester. Two hours recitation, four hours laboratory.* (Given 1916-1917.)

CHEMISTRY

Professor Overman

21. Introductory Inorganic Chemistry—*First semester:* A study of the fundamental principles and laws of Chemistry. Oxygen, hydrogen, nitrogen, carbon, the halogens and their commoner compounds are studied in detail. *Second semester:* Sulphur, phosphorus, the metals and their compounds, qualitative reactions of the metallic ions and analysis of numerous unknowns involving these reactions. McPherson and Henderson—A Course in General Chemistry; Dennis—Problems in Inorganic Chemistry; J. B. Garner—Outlines of General Inorganic Chemistry; Mathers—Laboratory Manual of Qualitative Analysis. *Two semesters. Two hours lecture and four hours laboratory.*

22. (a) Qualitative and Quantitative Analysis—*First semester:* Qualitative reactions of the acidic ions and analysis of unknowns involving these reactions. Analysis of salts and minerals. *Second semester:* Gravimetric and volumetric determinations. In the volumetric analysis the student is required to prepare and standardize several solutions and determine the value of several unknown solutions. *Open to all students who have completed course 21. Two semesters. One hour lecture and six hours laboratory.*

22. (b) Foods. An elementary study of foods and food values. Methods for the detection of common adulterants. *Open to students who have completed course 21 and the first semester of course 22. Second semester. Two hours lecture and four hours laboratory.*

23. Organic Chemistry—*First semester:* Preparation of aliphatic compounds and study of their properties. *Second semester:* Preparation of compounds of the carbocyclic series and study of their properties. Remsen-Bernthsen—Organic Chemistry; Orndorff—Laboratory Manual of Organic Chemistry. *Open to students who have completed courses 21 and 22. Two semesters. Two hours lecture and four hours laboratory.*

25. Advanced Quantitative Analysis. Analysis of coal, iron, steel, brass, bronze, alloys, limestone, felspar, and ores. *Open to all students who have completed courses 21 and 22. Two semesters. One hour lecture and six hours laboratory.*

26. Advanced Inorganic Chemistry. A study of the classification of the elements according to the Periodic law. The rarer elements and compounds are studied in detail. Mellor—Modern Inorganic Chemistry; Ostwald—Principles of Inorganic Chemistry; Erdmann—Lehrbuch der Anorganischen Chemie. *Open to students who have completed courses 21, 22, and 23. Two semesters. Two hours lecture.*

27. Physical Chemistry. A general study of the laws governing chemical phenomena, and of the theoretical principles and some of the practical applications of electro-chemistry. *Open to students who have completed courses 21, 22, and 23. Students in this course should have completed the work in Mathematics through course 136 and Physics course 161. Two semesters. Two hours lecture and recitation.*

ECONOMICS AND SOCIOLOGY

Professor Hochstetler

31. Economics—A general survey of the subject based on some text-book supplemented by assigned readings and exercises. *Required of Juniors. One semester. Four hours.*

Elective Courses

32. Money and Banking—A study of the principles of money and prices. Monetary history of the United States. The functions of a bank and the principles governing note issue, deposit currency, loans and discounts, reserves, clearing houses, etc. The banks of England, France, Germany, and Canada. The First and Second Banks of the United States, state banks, and national banking system of the United States. *One semester. Three hours.*

33. Corporations and Trusts—The causes of industrial combination. The forms of combination, the pool, the trust, the holding company, and the simple corporations. Problems arising out of the movement toward combination and remedies proposed. A wide range of assigned reading. *One semester. Three hours.*

34. Socialism and Social Reform—A careful study of those plans of social betterment which call for either a reorganization of society or a considerable extension of the functions of the state. A historical study of early communistic theories and experiments. A critical examination of the theories of the leading socialistic writers. Anarchism; the single tax movement; public ownership; Christian socialism. *One semester. Three hours*

35. Sociology—An introduction to theoretical and practical sociology. Definition of the science; consideration of the subject matter of sociology and the fundamental social phenomena. The social person; social institutions; social origins; social control; poverty and the social treatment of crime. A wide range of reading from standard texts and from current literature on the subject. *Two semesters. Three hours.*

EDUCATION

Dean Silver, Mr. Harris

By recent changes in the South Dakota school law, Education is ranked as a college subject. The following courses are offered by the Department of Education to those candidates for the bachelor's degree who wish to receive in course sufficient pedagogical and professional training to entitle them to receive a State Teacher's Certificate upon graduation from the College. The courses outlined below are also offered and recommended to all candidates for the bachelor's degree. The subject of Education has become a very large and complex one. It is a practical application to a great and important field of human endeavor of the principles of biology, psychology, philosophy, sociology, and the facts of history. As such it is presented to students as an integral part of the liberal arts course which aims to make every study a liberalizing discipline, which, in addition to its practical utility, has a broad and definite cultural value.

41. Methods of Teaching—A consideration of principles underlying the science of teaching. Methods of thinking are studied in order to give students some definite ideas on the psychology of thinking and teaching. The functions and conduct of the recitation are also considered. *Elective open to Sophomores, Juniors, and Seniors. Second semester. Three hours.*

42. History of Education—This course includes a brief survey of education in ancient, medieval, and modern times; the more important topics in the development of American education; a survey of present educational systems; and readings upon the more important special periods and leaders. *Elective open to Sophomores, Juniors, and Seniors. First semester. Three hours.*

43. Principles of Education—A study of education as a science. The physiological, the psychological, and the sociological aspects of education are outlined. The foundations of education are laid in the relations of the individual to his environment. Considerable attention is given to the educational implications of the principles of organic evolution. Typical statements of the aim of education are presented and criticized. The aim of education is determined by the meaning of education. A study is made of the primary instincts and their social value and the relation of self-realization to social efficiency. In studying the course of individual development, attention is given to the interrelation of mind and body, to the growth and development of mind, to instincts, imitation, suggestion, play, memory, habit, heredity, the significance of adolescence, work, fatigue, hygiene, etc. The educational values of studies are presented with some care. In the second semester, attention is directed especially to problems of secondary education. The work consists of lectures, recitations, assigned readings, and reports. Emphasis is laid on the importance of students' develop-

ing acquaintance with the literature of the subject. Works of Ruediger, Bolton, Bagley, O'Shea, Horne, Butler, Thorndike, Eliot, DeGarmo, Hall, Dewey, Judd, Fiske, and other important writers are at the command of the students. *Elective open to Seniors and to Juniors by special permission. Two semesters. Three hours.*

ENGLISH

Professor Jones

(a) ENGLISH LANGUAGE

51. (a) Rhetoric and Composition—Text. Lectures. Discussions. Written exercises, with especial regard to the fundamental principles of prose writing, especially the unity, construction, and punctuation of the sentence and the paragraph. *Required of all Freshmen. First semester. Three hours.*

51. (b) Oral Composition—See Public Speaking, Course No. 181.

52. Rhetorical Analysis and Structure of Literary Forms—An elementary course in the writing and criticism of prose literature. Text. Reports. Discussions. Essays. Collateral library readings. Should be preceded by Course 51. *Required of all Freshmen. Second semester. Three hours.*

53. The Short-Story—A course in the theory and practice of the short-story as a fictional form. Lectures upon the development of the type, and upon its structural elements. Writing of short-stories and analysis of representative examples of the form. *Open to students who have had Courses 51 and 52, and to others in special cases. Second semester. Three hours.*

(b) ENGLISH LITERATURE

54. The History of English Literature—A course in the origin and development of English literature. Lectures upon the chief writers, their times, their works, and their influence. Elementary discussion of the principles of literary criticism. A large amount of reading of English masterpieces will be required, for study and for report. A special feature of the course is a series of stereopticon lectures on the literary shrines and landmarks of England. *Open to students who have had Courses 51 and 52 or their equivalent. Two semesters. Three hours.*

55. Shakespeare and the Drama—Dramatic art; the history and development of the English drama; Shakespeare and the growth of his art; representative plays from each period of this growth. Special study of Richard III, King Lear, and The Tempest. *Open to all students who have completed the Sophomore year. One semester. Three hours.*

56. The English Novel—A course in the structure and elements of the novel as a literary type. Lectures on the development of the novel in English literature. Detailed study of representative English novels. Considerable collateral reading will be required, some original research, and a thesis. *Second semester. Three hours.*

57. Nineteenth Century Literature—A study of the literature in English from 1830 to 1900, with reference to the leadership in the thought of the nineteenth century. Special study of Emerson, Carlyle, Tennyson, and Brown-

ing; with collateral readings in Lowell, Newman, and Matthew Arnold. *Open to Seniors, and by special permission to Juniors. Two semesters. Three hours.*

58. American Literature—A course in the history, development, and literary significance of American literature. Study of chief writers. Lectures upon literary periods and conditions, and upon individual authors. Library reading with essays and reports an important feature. Should be preceded by Course 54. *Open to Seniors and Juniors, and to others in special cases. One semester. Three hours.*

FRENCH

Miss Abel

71. French I—Grammar and composition, Fraser and Squair. Easy reading. Bruno's Le Tour de la France. De Maistre's Les Prisonniers du Caucase. Mérimée's Carmen. Dumas' La Tulipe Noire. Dictation and conversation. *Two semesters. Four hours.*

72. French II—This course is designed to develop facility in rapid reading of modern French prose. Selections from the later French authors, such as Daudet, de Maupassant, France, About, Balzac, Loti, Sand, Dumas, and Hugo, will be read. Pellissier's Précis de l'histoire de la littérature francaise. Composition and conversation. *Two semesters. Four hours.*

73. French III—(a) The purpose of this course is to give a brief survey of the history of French literature with special emphasis upon the nineteenth century. A careful study of the literary characteristics of Hugo and Balzac will be made. *Explications des textes* both in prose and poetry. Reports. *First semester. Three hours.*

74. French III—(b) A careful study of the three great dramatists Corneille, Racine, and Moliére. There will be a thorough study of the history and technique of the drama with special reference to the age of Moliére. Woodbridge's The Drama—Its Law and Technique, will be used as a text. Themes. *Second semester. Three hours.*

75. A Course in French Phonetics—With conversation and composition. *Three hours.*

GEOLOGY

Professor Overman

201. General Geology—*Dynamical Geology*, a consideration of the facts and principles concerning the various dynamical agents, such as wind, running water, moving ice, volcanic activities, etc., which operate upon the earth and modify its outer portion. *Structural Geology*, a study of the nature, properties, relations, and positions of the component rock masses of the outer part of the earth. *Historical Geology*, a study of the sequence of the events which have happened to the earth in the past, as revealed by the rocks and fossils. *Open to students who have completed Chemistry 21. Two semesters. Two hours.*

GERMAN

Professor Reid

81. Beginning German—Gohdes and Buschek's Sprach und Lesebuch, followed by Holzwarth's Gruss aus Deutschland, with practice in speaking and writing German. *Open to Freshmen entering without German; also to classical students who wish to elect German. Two semesters. Five hours.*

82. Freshman-Sophomore German—This course includes grammar review, composition, and conversation, with the reading of texts chosen to illustrate German life or German history. *Open to students who have completed Course 81, Academy Course III, or two years of high school German. Two semesters. Four hours.*

83. Sophomore German—This course follows the same lines as 82, with more attention to the literary study of the books read, and to independent composition. *Open to those who have completed course 82. Two semesters. Four hours.*

Courses 81-83 are offered each year. If desired by a sufficient number of students, one of the following electives is also given.

84. Composition and Conversation—*Prerequisite, course 82. Three hours.*

85. Scientific German—*Prerequisite, course 82. Three hours.*

86. Normal Course—Practical phonetics, methods of teaching beginning classes, and outlines of German history and literature. *Prerequisite, course 83. Two semesters. Three hours. Given in 1915-1916.*

87. Literary Course—Either (a) thorough study of a classic author and his work, or (b) nineteenth century literature. *Prerequisite, course 83. Two semesters. Three hours.*

GREEK

Professor Notestein

91. Freshman Greek—Freshmen who have not had Greek hitherto will be given the opportunity to take Beginning Greek, Course III in the Academy.

Those who have had Greek III and IV will have Course 91. (a) *Plato*—Apology and Crito. (b) *Euripides*—One of the plays of Euripides is read; attention is given to peculiarities of inflection and construction; the play is also studied as a literary production. (c) *Demosthenes*—One or more of the shorter orations is read; the style is studied and the oration analyzed. *Two semesters. Four hours.*

92. Sophomore Greek—Sophomores having had only Course 93 will have Second Year Greek, Course 94; others will take Course 92. (a) The Phaedo or Protagoras. (b) *Drama*—The Antigone of Sophocles, or the Prometheus Bound of Aeschylus is read, attention is given to the development of the play, study of characters, and the literary merit of the Greek drama. (c) *Oratory*—Demosthenes' De Corona will be studied with attention to style and rhetorical development. *Two semesters. Four hours.*

Junior and Senior Electives

93. Beginning Greek—This course corresponds with Course III in the Academy. If, however, a sufficient number elect this work a special class will be formed, in order that the elements of Greek may be mastered in a shorter time than is usually allowed students in the Academy. Otherwise the students taking this course will be in the same class with students taking the Academy Course III. *Open to any College student wishing to begin Greek. Two semesters. Five hours.*

94. Second Year Greek—This work is the same as that offered in Course IV in the Academy, except that additional work suited to more advanced students is done. *Open to college students who have completed Course 93. Two semesters. Five hours.*

95. Hellenistic—This course will involve a study of New Treatment Greek and the Greek of the Alexandrian period. *Two semesters. Three hours.*

96. Social Life Among the Greeks—This course will involve a study of the manners, customs, home life, public life, and folklore of the Greek people. Text Book: Tucker's Life in Ancient Athens. *One semester. Three hours.*

97. Greek Literature and Antiquities—This course will involve a study of (a) Greek Literature, using Lawton as a basis, and (b) Antiquities. *One semester. Three hours.*

HISTORY

Professor Hochstetler

101. English History—A course tracing the political, social, and constitutional development of England from the earliest period to the present time. Particular attention is given to the present English problems with an historical explanation of the same. This being the only course required of college students, is designed to introduce the students to modern historical methods. Considerable stress is laid on investigation and the preparation of oral and written reports. *Required of Sophomores. First semester, three hours. Second semester, five hours.*

Electives Open to Juniors and Seniors

102. Renaissance and Reformation (1300-1600)—This course, after considering briefly the institutions of the feudal period, treats the period of the Renaissance and the Reformation. The aim of the course, aside from giving an intensive knowledge of the subject, is to develop independence in acquiring well-founded information. Part of the time is occupied in preparing oral and written reports. The recitations are supplemented by lectures. *One semester. Three hours.*

103. History of Civilization—An outline of the contributions to civilization by the Oriental peoples, followed by the history of civilization in Europe. In this course are traced the various causes and forces—intellectual, moral, political, social, and industrial—which have made the Europe of today. *One semester. Three hours.*

104. Modern History (1789-1848)—This course after treating briefly the industrial, social, and political conditions of Europe of the eighteenth century treats the period of the French Revolution with particular reference to its causes and final results. Special stress is laid upon tracing the effects of the French Spirit in later Eueopean politics, and the international relations established by the Treaty of Vienna. *One semester. Three hours.*

105. Modern History (1848)—A course dealing with the modern political problems of Europe, attempting to explain them historically. Much attention is given to a correct interpretation of current events. Lectures and recitations alternating. *One semester. Three hours.*

106. American History—A course in American History dealing as far as possible with original sources. This course treats chiefly the early colonial period. *One semester. Three hours.*

NOTE—If elected by a sufficient number a course on American National History will also be given.

LATIN

Professor Carson

121. Freshman Latin—(a) Selections from the letters and philosophical writings of Cicero are read, including the De Senectute and De Amicitia. Emphasis is laid upon a thorough review and mastery of grammatical forms and usages and Latin Composition is introduced one day each week throughout the year. The tenets of the Stoic school are studied in connection with Cicero's writings. *One semester. Four hours.*

(b) The second semester of the Freshman year is devoted to Roman history. Selections from Livy are read, including Book V and parts of Book XXI. A careful analysis of social and political conditions in the Roman state during the early republican period is a feature of this course, together with a study of the qualities that made Livy a great historian. *One semester. Four hours.*

122. Sophomore Latin—(a) Two comedies of Plautus are read: the Captivi and Trinummus. (The Phormio of Terence may be substituted for either of the foregoing.) The peculiarities of the ante-classical period of writing are first mastered, and in connection with the comedies attention is paid to the sources, general nature, and dramatic quality of the Graeco-Roman plays. *One semester. Four hours.*

(b) The Satires and Epistles of Horace are read and a study of the Satiric style is made: of its development and its influence upon the Roman life of Horace's day. *One semester. Four hours.*

123. (a) **Latin Literature**—A general survey of Latin Literature from the earliest period to the reign of Trajan. *This course is open to all college students. One semester. One hour.*

(b) **Roman Life and Art**—This course includes a study of the family life of the ancient Romans, their amusements, education, morals, society, and monuments. *Open to all college students. One semester. One hour.*

124. Beginning Latin—This course is the same as Latin I in the Academy. *It is offered as an elective to college students. Two semesters. Four hours.*

125. Second Year Latin—This course is the same as Latin II in the Academy. *It is offered as an elective to college students who have completed Course 124. Two semesters. Four hours.*

Junior and Senior Electives

126. (a) **Lyric Poetry**—A careful study of the Odes of Horace is made, considering both the literary excellence and metrical structure of this work. A comparison is made between the works of Horace and the works of the elegiac poets, Catullus, Tibullus, and Propertius. *One semester. Three hours.*

(b) **Historians of the Decline**—Selections from the works of several historians of the period are read, including the Germania and Agricola of Tacitus. The historical value of the works is emphasized and sufficient time is given to the Latin of the Silver Age for understanding and appreciating the authors. *One semester. Three hours.*

127. Roman Drama—This course is intended to supplement and develop the work of the first semester of the Sophomore year. The peculiarities of the ante-classical period are further considered, together with the meters of Plautus and Terence. A number of the best comedies are read; including any or all of the following: the Aulularia, Rudens, Mostellaria, Miles Gloriosus, Bacchides, and Menaechmi of Plautus, and the Andria, Adelphoe, and Phormio of Terence. The class work is supplemented by papers prepared by members of the class upon assigned subjects.

The work in comedy is followed by some consideration of the Latin tragedy. Selection is made from the tragedies of Seneca, including the Medea, Troades, and Hercules Furens. *Two semesters. Three hours.*

128. Literary Study of Virgil—This course is planned for the preparation of teachers of Latin. The viewpoint is essentially broader than that from which the Aeneid is read in preparatory work. The Aeneid, Books I-XII, the Eclogues and the Georgics are read. *Two semesters. Three hours.*

MATHEMATICS

Professor Pyle

131. College Algebra—A rapid review and classification of the rules of elementary Algebra, followed by a detailed study of the subject matter of College Algebra, will be the content of this course. *Required of all Freshmen. First semester. Four hours.*

132. Trigonometry—This course is an introduction to the use and manipulation of trigonometric functions, with much emphasis placed upon the study of direction in its relation to the functional values. This course lays the foundations for more technical study of surveying and other engineering courses. *Required of all Freshmen. Second semester. Four hours.*

133. Plane Analytical Geometry—This course is designed to extend the conception of the simple algebraic graph to the analysis of equations of first and second degree, including also the study of conic sections and their properties. *Prerequisites, Courses 131 and 132. First semester. Three hours.*

135. Differential Calculus—The course in Differential Calculus includes the formulae for differentiating standard types, and also the study of algebraic and trigonometric functions with reference to the nature of their curves. Agility in determining the roots, loops, and points of inflection of curves will be the primary aim of this course. *Prerequisites, Courses 131, 132, 133. Second semester. Three hours.*

136. Integral Calculus—Integral Calculus will deal largely with the reduction of integrable expressions to standard types for intregation. This course will contain a short chapter on the determination of areas under curves, by means of the definite integral. *Prerequisites, Courses 131, 132, 133 and 134. First semester. Three hours.*

137. Differential Equations—This course is a study of the solution of equations containing the first and second derivatives of variables. *Prerequisites, Courses 134 and 135. Second semester. Three hours.*

138. Solid Analytical Geometry—This course will be an extension of Course 133, to cover three dimensional space. *Prerequisites, Course 133 and Solid Geometry. One semester. Three hours.*

139. Elliptic Integrals—This course, which deals with the solution of elliptic functions, is designed to follow Course 136; and, in this connection, will employ extensively the Legendre tables for integration. *One semester. Three hours.*

140. Theory of Equations—Burnside and Panton's text will be followed in this course. *Prerequisites, Courses 131, 132, 133, and 134. One semester. Three hours.*

MUSIC

Miss Deming and Miss Hull

Many students find it possible to carry on some branch of musical study with their college work. The subjects Harmony, Theory, and History of Music may well be taken by students who wish to cultivate their appreciation of music, but have no intention of preparing themselves for professional work in the art. Credit will be given students pursuing courses leading to the degrees of A. B. or B. S. as indicated below. But not more than four semester hours may be elected by college students in any one year.

145. Harmony—Study of intervals and musical notations, the formation of the triad and chord connection. Chords of the seventh, modulation and keyboard work. Systematic harmonizing of melodies which modulate. Study of non-harmonic tones such as suspensions, retardations, appogiaturas anticipations, passing tones, embellishments. Writing of single and double chants, chorals. *Elective to Juniors and Seniors. Two semesters. Two hours.*

146. Theory of Music—A study of the principles of acoustics, perception of sound, overtones, rhythm, notation, figure treatment. Thematic, rhythmic, and harmonic analysis of classic and romantic compositions, consisting of the Sonata, Symphony, Canon, Fugue, and the various vocal forms. *Elective to Juniors and Seniors. Two semesters. One hour.*

147. History of Music—Ancient and mediaeval music. Polyphonic music and the various schools of polyphonic music. The rise of dramatic and instrumental music. Development of the various musical instruments, the Opera and the Oratorio. History of the classic and romantic periods. Modern music and musicians. *Elective to Juniors and Seniors. Two semesters. One hour.*

PHILOSOPHY AND PSYCHOLOGY

President Gage

151. General Psychology—An introductory course in general psychology intended to acquaint students with the essential facts of their own conscious life and the general constituents of human nature. By means of oral and written recitations, demonstrations, elementary experiments performed by members of the class and occasional lectures on special topics, the fundamental facts and laws of mind are studied. James' Psychology (briefer course), Judd's Psychology, Thorndike's Elements of Psychology, and Seashore's Elementary Experiments in Psychology are used as texts. The subject is presented topically in the following order: Problems and methods of psychology, the psycho-physical organism, neural action and habit, consciousness, attention, sensation, perception, images, association, memory, conception, judgment, reasoning, feeling, reflex action, impulse, instinct, emotion, volition, interest, desire, the self, mental development, abnormalities of consciousness such as dreaming, hypnosis and insanity. Applications to the psychology of teaching and learning, mental hygiene, advertising, evidence, and other practical problems are emphasized whenever it is possible to do so. Students will find the course in elementary biology, No. 11(a), useful in preparing for this year's work. Members of the class are required to prepare and hand to the instructor written abstracts of the material on each topic as it is treated in each of the above texts. In the Library are duplicate copies of other texts from which abstracts of a few topics are required. A written test on each topic is given when it has been completed. *Required of all Juniors. Two semesters. Four hours.*

152. Logic—An introductory course in formal and practical logic. Traditional logic, including the laws of thought and forms of the syllogism, is first studied. Following this the principles of deductive reasoning are applied to the methods of scientific investigation. The course concludes with a study of statistical data, the laws of evidence, the logic of probability and certainty. Throughout the course much attention is given to the detection of fallacies, examples drawn from many sources being used. Skill in the accurate use of terms and in logical statement is a main object of the course. Hibben's Logic, Deductive and Inductive, is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

MAIN ENTRANCE
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SCENE IN Y.M.C.A.

153. Aesthetics—This course is not a history of Art. It is an elementary and general study of the principles of Art and aesthetical appreciation from the viewpoints of psychology and philosophy. It should help students to understand and appreciate Art. The genesis and differentiation of the various arts is briefly traced and the characteristics of the different forms of Art are noted. Attention is given to the individual and social values of Art, the relations of form and content, the artistic imagination, and the relation of the aesthetic consciousness to the intellectual, the moral, and the religious life. The nature of the art-impulse and its place in life is studied. The various theories of Art are stated and discussed. The beautiful, the sublime, the comic, the pathetic, and the other aesthetic categories are given as much definition as is possible. A practical application of definitions is made by reference to Nature, pictures, and literature. Some knowledge of instinct, emotion, imitation, play, attention and interest, pleasure and pain, and sensation is required for the successful pursuit of this course. Therefore it is open to those who have taken or who are taking the course in General Psychology, No. 151. No text is used. Lectures are given and members of the class prepare reports on assigned readings and write papers on special topics. The interests of the individual members of the class will to some extent determine the content of the course. *Elective. Second semester. Three hours.*

154. Philosophy—A course dealing with the problems and history of philosophy.

(a) *Introduction to Philosophy*—This portion of the course extends through the first six or eight weeks. It is intended to acquaint students with the nature of philosophical study, its systematic divisions, and characteristic problems. After a statement of the relation of philosophy to the various sciences, an outline of the problems of philosophy is presented to the class, each problem being briefly defined. The intention is to give students a clear and concise description of the different forms that philosophical systems have assumed in the past and to give them a knowledge of the rational, empirical, and critical methods of formulating a consistent view of the world.

(b) *History of Ancient and Mediaeval Philosophy*—The rise and development of the various attempts to gain a comprehensive view of realty is traced through the Greek, the Graeco-Roman, and the mediaeval periods. The origin and development of the fundamental problems of philosophy is noted, together with the progress that has been made toward their solution. Various philosophical tendencies are related to the national events and civilizations in which they arose. The time and attention of the class is occupied largely with the progress of Greek thought as expressed by the systematic philosophers, Democritus, Socrates, Plato, and Aristotle. Some time is devoted to the movements of thought in the period centering about the Christian era. The period of the Middle Ages is passed over more rapidly than the earlier period. But in each period it is the aim of the course to present with considerable detail the views of the principal thinkers on such problems as the validity of knowledge, the nature of virtue, the foundation of the State, and the nature and existence of God.

Weber's History of Philosophy is used as a text-book. *Elective open to Juniors and Seniors. First semester. Three hours.*

155. Philosophy—A continuation of Course 154; a History of Modern Philosophy. It is desired that Courses 154 and 155 be taken consecutively, but by special permission, the latter may be taken by those who have not completed the former. The methods of presentation and the aims are the same as in the preceding course. The philosophical systems of Descarte, Spinoza, Locke, Berkeley, Leibnitz, and Hume are studied with special care. The philosophy of criticism, with emphasis on Kant, is next considered. If time permits post-Hegelian tendencies will be indicated and by means of lectures something of the present status of philosophy will be outlined. *Elective open to Juniors and Seniors. Second semester. Three hours.*

PHYSICS

Professor Davidson

161. Mechanics, Molecular Physics and Heat—A careful study is made of the most important principles in these subjects, and the work of each lesson is supplemented by laboratory investigation of the principles taught. A minimum of 20 accepted experiments is required of each student. *Elective open to all who have completed courses 131 and 132. First semester. Two hours recitation and four hours laboratory.*

162. Electricity, Sound, and Light—This course is a continuation of 161 and is conducted on the same plan.

Courses 161 and 162 afford an adequate foundation for students who expect to continue their studies along technical lines, or who may want to teach physics in high schools.

POLITICAL SCIENCE

Professor Hochstetler

171. Government and Politics in the United States—The historical development of the American government is traced by reference to original sources as far as possible. The principal features of colonial government and the steps in the movement toward colonial union are noted. The more important parts of the constitution receive careful study and the main principles of constitutional law are brought out. A survey of the political history of the United States with the principles of the leading political parties is given at the close of the course. *Elective open to Seniors and Juniors. One semester. Three hours.*

172. Comparative Government—The ancient governments of the Greek cities and of the Roman Empire are first briefly considered as an introduction to a study of the modern European state. The rest of the course is a comparative study of governments of the leading states of Europe, treating of the historical development and present form of administration in each. *Elective open to Seniors and Juniors. One Semester. Three hours.*

173. International Law—The course includes a study of the nature and history of International Law and the laws of peace, war and neutrality. Events in British and American history illustrative of the principles involved are cited for investigation and discussion. *Elective open to Seniors and Juniors. One semester. Three hours.*

174. Political Theories—The historical development of the theories of the state are carefully traced. The various forms of the state are first considered with special reference to their respective times and peoples. The modern political ideas are then considered with special reference to the great world powers of today. *Elective open to Seniors and Juniors. One semester. Three hours.*

NOTE—The above courses in Political Science are also open to Sophomores or special students who have had the necessary preliminary courses.

PUBLIC SPEAKING

Assistant Professor Hunt

181. Oral Composition—Principles of effective speaking. Construction of the simpler types of formal address. Extemporaneous speaking. Declamation. Argumentation. Text. Assigned readings on current topics. *Required of all Freshmen. First semester. Two hours.* (See Freshman English, Course 51 (b).

182. Forms of Public Address—Analysis of orations. Study of distinct types of public address. Construction of orations to be delivered before the class. *Open to students who have completed the Freshmen year. First semester. Three hours.*

183. Literary Interpretation — Vocal interpretation of literature. Province of expression in art. Study of imagination and dramatic instinct. Selections from poetry and drama. *Open to students who have completed course 181. Second semester. Three hours.*

185. Political Speaking—Political Oratory of America studied. Issues that have been prominent in the history of the nation are discussed from the viewpoint of the men who spoke upon them. Debates upon current issues. Living orators studied. Course designed for students desirous of entering public service. *Open to Juniors and Seniors. First semester. Three hours.*

186. Debaters' Seminar on Public Questions—Investigation of public questions in the fields of politics, economics, and sociology. In 1915-1916 Immigration and Socialism were studied. *Open to students upon the basis of their ability in debate. Second semester. Three hours.*

187. Modern Drama—Beginning with Ibsen a study is made of Continental, English, and American drama. Plays are read in class. Assigned readings in the field of dramatic criticism. *Open to Juniors and Seniors. Two semesters. Three hours.*

188. Tennyson and Browning—Intensive work in interpretation with the idea of storing the mind with selections. Also a study of the poets in relation to their age. *Open to Juniors and Seniors. Two semesters. Three hours.*

SPANISH

Mr. Day

196. Spanish I—Grammar and Composition. Easy reader. Alarcón's El Capitán Veneno. Bretón's ¿ Quien Es Ella? Galdós's Marianela. *Two semesters. Three hours.*

197. Spanish II—Composition. Alarcón's El Sombrero de Tres Picos. Valdés's José. Selections from Cervantes' Don Quixote. Nuñez de Arce's El Haz de Leña. Galdós' Doña Perfecta. Collateral reading. *Two semesters. Three hours.*

The Academy

The Academy courses have in view two distinct objects: First, to prepare the student for further study, either at Huron College or at any other standard college; and secondly, to give as broad and practical an education as possible to students who cannot take a college course.

A total of sixteen units, with the required work in Bible, is required for graduation. Of these sixteen units, eleven are required, as follows:

English	4 units
Mathematics	2 units
History	2 units
Foreign Language	2 units
Laboratory Science	1 unit

Two diplomas are granted by the Academy. A student who includes in his five electives more than three commercial units receives the Commercial-Academic Diploma. All other graduates receive the College Preparatory Diploma.

A student should choose each year four studies from the list of those offered for that year. Or he may elect in any year a study listed for a previous year, which he has omitted. (Except that Elementary Science may not be taken after Biology.) No student is ordinarily permitted to take work in advance of his registered standing. Second and Third Year Students take Bible the first semester, First and Fourth Year Students take it the second semester. All of the following courses apply toward graduation:

First Year.
- English.
- Algebra.
- Ancient History.
- Beginning Latin.
- *Elementary Science.

Second Year.
- English.
- Plane Geometry.
- Medieval and Modern History.
- Caesar.
- German.
- †Commercial Work.

Third Year.
- English.
- Solid Geometry and Advanced Algebra.
- Cicero.
- German.
- Greek.
- Biology.
- †Commercial Work.

Fourth Year.
- English.
- Physics.
- Virgil.
- German.
- Greek.
- United States History and Civics.
- †Commercial Work.

*Note 1—Elementary Science may not be credited as a laboratory science, but as an elective.

†Note 2—The following commercial subjects may be elected: Bookkeeping, Commercial Arithmetic, Commercial Law, Shorthand and Typewriting. Commercial Correspondence may be substituted for one-half unit of Academy English by special permission.

Explanation of Academy Courses

BIBLICAL COURSES

The courses of Bible study for the first two years follow the Bible narrative along the thread of Hebrew history, for knowledge of the more constructive events, the more significant lives, and the gradual unfolding of the monotheistic religion that began then to make itself the principal influence in civilization. Incidentally the simpler forms of the literature are examined for their literary or efficiency values. To begin to know and appreciate the main contents of the Old Testament with the New, is believed to be the most satisfactory foundation for all other requirements.

The last two years of Bible study include: (a) the life of Christ, both in biographic details and in religious significance, with examination throughout of the Christ as the Son of God who "taught with authority"; and (b) the early history of the Christian Church, with special study of the portions of the apostolic writings that have proved to be the most expressive of the Christian spirit.

Much elucidative material, such as maps, charts, outlines, and pictures, are accessible. A general knowledge of Bible lands and customs is gained. The method includes text-books, constant use of the Bible, lectures, and references.

I. Old Testament. The Bible story is followed from the beginning to the establishment of the monarchy, by means of selections from the narrative, including both the events and the characters most expressive of the Hebrew spirit; the creation; the transgression; the new beginning; the patriarchs; the bondage; the exodus; the wanderings; the entrance into Canaan; the conquest; the division; and the Judges. *Required of first year Academy students. Second semester. Two hours.*

II. The Old Testament History is completed, together with a brief outline of the Hebrew history connecting the Old with the New Testament. Portions of the poetry and the prophecies are examined as effective expressions of the religious life. The single monarchy; Saul, David, and Solomon; the early prophets; the divided kingdom; the kingdoms of Israel and Judah; the captivity of the ten tribes; the Kingdom of Judah; the destruction of Jerusalem; the captives in Babylon; Cyrus the great; the return to Jerusalem; the restoration; the Old Testament canon; the subsequent history of the Jews to the destruction of Jerusalem by Titus. *Required of second year Academy students. First semester. Two hours.*

III. The life of Christ in the four Gospels. The preparation for the Christian era; the fourfold story, with characteristics of each; the Birth; the Child; the disciples; the Sermon; the various messages; the miracles; the personal interviews; the triumph; the sorrow; the victory; the departure. *Required of third year Academy students. First semester. Two hours.*

IV. The beginning of the Christian Church. The great awakening; the Gentiles; the zealous Saul; the devoted Paul; the missionary journeys and the results; the epistles to the churches. The great events in Paul's life and the permanent results of his ministry are studied rather than the minute accounts

of Paul's various movements and personal experiences. A concise outline of subsequent church history supplements this early history. *Required of fourth-year Academy students. First semester. Two hours.*

ENGLISH

I. Rhetoric and Composition. Elementary text and constant practice in the writing of sentences and paragraphs, with such reading as will serve to fix in mind the customs of good writers and publishers in the matters dealt with. Following this, there will be the reading, in classroom and outside, of selections from standard prose literature, with such essays as may be suggested by the classroom reading. Besides these, where practicable, individual classics will be read and discussed. *First semester, five hours. Second semester, four hours.*

II. Elementary English Grammar, with exercises in composition correlative to it, will constitute the work of the first semester. The second semester will be given to the reading of classics and to more advanced processes in English composition. *First semester, four hours. Second semester, five hours.*

III. This year's work will have to do largely with the study and analysis of classics, combined with the writing of essays, mostly critical, and the study of plans for such essays. Library work will be a special feature. *First semester, three hours. Second semester, five hours.*

IV. The first semester's work will be a thorough review of English Grammar. An advanced text will be used, and the attempt will be made both to prepare the student for the composition work of Freshman year in college and to fix in mind the usages of good English in their relation to everyday life. The analysis and construction of effective English sentences will be a prominent feature. The second semester will cover the field of English or of American literature in the main facts of its history. Library reading will be a feature. This course for the first semester shall be required of all Academy students conditioned in their third year composition or grammar in English; and of any Freshman whose English writing is notably deficient upon entrance. *Elective open to fourth year Academy students. First semester, four hours. Second semester, five hours.*

GERMAN

III. Beginning German—Mosher and Jenney's Lern und Lesebuch, followed by further easy reading. Practice in speaking and writing. *Two semesters. Five hours.*

IV. Second Year German—The study of grammar and composition is continued. The texts read usually illustrate German life and customs, besides affording a basis for conversation. *Two semesters. Five hours.*

GREEK

It is advisable that students begin the study of Greek as early as the Third Year of the Academy, but those not having begun it then may take the beginning course in any year and after the first year's work may carry double work if so desired.

II. Classic Myths—As preparatory to an intelligent study of literature, a course in the Myths of Greece and Rome will be given. Text-book: Guerber's Myths of Greece and Rome. *One semester. One hour.*

III. Beginning Greek—First part of the year is devoted to the learning of inflections and the main rules of syntax. Daily exercises in reading and conversation will also be given. The Anabasis is read the latter part of the year with special attention to inflections and grammatical constructions. *Two semesters. Five hours.*

IV. Second Year Greek—The Anabasis is continued with rapid review of the Grammar before beginning the study of the Iliad. Attention is given to Homeric forms and to scanning. In addition to the persistent effort to gain ease in translation and familiarity with Greek inflections and constructions, the epic is studied as a literary production. *Two semesters. Five hours.*

HISTORY

I. Ancient History—This course consists of a brief account of the Oriental peoples, followed by the history of Greece and Rome. *First semester, five hours. Second semester, four hours.*

II. Medieval and Modern—This course, after briefly reviewing the leading facts of medieval Europe, takes up a general survey of the progress of Europe from the beginning of the 16th century to the present time. The latter part of the course is supplemented by current history.

IV. American—A topical study in American history designed to prepare the student for an advanced course in American politics. *First semester. Five hours.*

V. Civics—This course includes a study of local government as illustrated in township, city, and county; of the State government of South Dakota, and of the constitution of the United States. Attention is called to recent and current events illustrating the application of the subject. *Second semester. Five hours.*

LATIN

I. Beginning Latin—Smith's Latin Lessons is the text used. A thorough knowledge of the principles of syntax and word forms is required. Followed by easy reading in preparation for the work of the second year. *Two semesters. Five hours.*

II. Second Year Latin—Caesar. Books I-IV of Caesar's Gallic War are read, which may be supplemented by other reading of the same grade. The grammatical study of the first year is enforced and supplemented by emphasis laid upon constructions, and by prose composition given throughout the year. *Two semesters. Five hours.*

III. Third Year Latin—Cicero. The Orations against Catiline, I-IV, are read, followed by the Archias and the Manilian Law. This work may be supplemented by other reading of the same grade. In connection with this course, work in prose composition is given once a week, with careful drill in grammar. *Two semesters. Five hours.*

IV. Fourth Year Latin—Virgil. Books I-VI of the Aeneid of Virgil are read, with supplementary study along the lines of syntax, the epic form, prosody, scansion, rhetorical figures, and mythology. *First semester, four hours. Second semester, five hours.*

MATHEMATICS

I. Algebra—This course will be an introduction to the elementary conceptions of algebra, including factoring, solution of simple and simultaneous equations, both algebraically and graphically, and an introduction to quadratic equations. *Two semesters. Five hours.*

II. Plane Geometry—(a) A study of triangles, circles, and methods of construction will be the content of this course. *First semester. Five hours.*

(b) Proportion, similarity of polygons, and an extension of construction methods will be the work covered by this course. *Second semester. Five hours.*

III. Algebra—This course, which will be introduced by a thorough review of the elementary algebra, will include imaginaries, progressions, binomial theorem, extraction of roots, expansions, and the solution of both simple and simultaneous quadratic equations. *Second semester. Five hours.*

IV. Solid Geometry—The application of the principles of plane geometry to three dimensional space. *One semester. Five hours.*

SCIENCE

I. Elementary Science Course—This course includes Physical Geography and Physiology. (a) **Physical Geography**—In this course the development and cause of the physical features of the earth are taken up, giving the student a basis for future scientific work. *First semester. Five hours.* (b) **Physiology**—This course gives a practical knowledge of the organs of the body and their functions. Emphasis is put upon points which bear upon physical health. *Second semester. Five hours.*

III. (a) **Zoology**—The purpose of this course is to afford a broad view of the animal kingdom, and a foundation on which to base future study and observation. The course will involve a general survey of the structure, functions, habits, and life history of representative animals of the various phyla. Special emphasis will be laid upon the more important principles of animal ecology. Each student will be required to do considerable field and some laboratory work. *First semester. Five hours.*

III. (b) **Botany**—The first part of this course will involve considerable laboratory work, illustrative of the storage of food in seeds, the germination of seeds, and the microscopic structure of roots, stem and leaves. The latter part of the course will be devoted to field work and plant analysis. *Second semester. Five hours.*

IV. Physics—A thorough study of the elementary principles of Physics. The laboratory work is considered an important part of this course. A minimum of forty accepted experiments is required of each student and the aim is to make the student familiar with the method of true scientific investigation. *Two semesters. Three hours lecture and recitation and two hours laboratory work.*

Teachers' Normal Courses

LEADING TO STATE CERTIFICATES AND LIFE DIPLOMAS

In order to meet the great demands made upon colleges for well trained teachers, Huron College offers the following courses leading to a State Certificate and a Life Diploma. These courses in general follow the courses regularly offered in the Academy and College departments. They are properly coordinated with each other so that the student who is compelled to drop out during his course will have the proper training to fit himself for successful teaching and at the same time not hinder his progress towards the baccalaureate degree. They are so arranged that a student may take his professional training either in the fourth, fifth, or sixth year and have the same count towards his Academy diploma or College degree.

Of the professional subjects that are offered some are given only during the regular year while others are given in the Summer School. The Huron College Summer School is an integral part of the College and has at its disposal all the facilities of the College, which guarantees the excellency of its work. This arrangement will give the student an opportunity to continue his regular college or academy work during the first two semesters of the year and specialize on professional training during the summer term.

PROFESSIONAL SUBJECTS

The professional subjects offered are:

1. **Pedagogy**—(Didactics, Intermediate and Grammar Grade Methods, Primary Methods, Elementary Psychology). Summer School.

2. **Normal Reviews** in Grammar, Arithmetic, Geography, Reading. Summer School.

3. **History of Education.** *One semester.*

4. **Methods in Education.** *One semester.*

5. **General Psychology.** *Two semesters.*

6. **Principles of Education.** *Two semesters.*

Of the above courses, a minimum of fifteen semester hours is required of the student who desires a state certificate. If the Normal Review subjects are elected, the same will be accepted as one of the sixteen units required for graduation from the academy. If the History of Education and the Methods in Education are taken during the Freshman year in college, the four semester hours will count as three semester hours towards a baccalaureate degree. By special arrangements Sophomores may be admitted to the class in General Psychology, which is given regularly in the Junior year in college. The principles of Education is an elective course open to Juniors and Seniors in college and should be taken by students during their last two years in college.

OUTLINE OF NORMAL COURSE

(For a description of the courses in the following subjects, the student is referred to the College catalogue and to the Summer School Bulletin.)

A student is required to take four subjects during each of the six years of the Normal Course. In making his selection of subjects, however, he must conform to the requirements for a state certificate. This means that the following subjects must appear in his course:

1. **English**—108 weeks (must include Rhetoric and Composition).

2. **Mathematics**—Algebra, 36 weeks, to quadratics—Plane Geometry, 36 weeks.

3. **History**—American (including Civics) 36 weeks—European, 36 weeks.

4. **Science**—36 weeks. This year in Science may be any one of the following: Physics, Physical Geography and Geology, Botany and Zoology, Chemistry.

During the first year the student may take any four of the five subjects which are given below as first year subjects. During the second year he may take any four of the subjects given as second year subjects; or he may take the subject omitted during his first year and three of the second year subjects. He may thus at any time take up any subject that he has omitted during a previous year (except that he may not take Science I after he has taken Science III); but at no time will he be permitted to enroll for a subject ahead of the year in which he is classified.

The first four years of the Normal Course is a standard high school course, and is in conformity with the requirements for graduation from the Academy, and will entitle the student to a diploma from the same.

(The above arrangement applies only to the first four years of the course.)

SUBJECTS

First Year

English I	5
Algebra I	5
Latin I	5
Science I	5
Ancient History	5

Second Year

English II	4
Plane Geometry	5
Medieval and Modern History	5
Latin II	5
German	5

Third Year

English III	3
Algebra III and Solid Geometry	5
Latin	5
German	5
Greek	5
Science III	5

Fourth Year

Physics	5
American History and Civics	5
English	5
Latin	5
Greek	5
German	5
Normal Reviews	5

Fifth Year

Education	4
English	4
Algebra	4
Chemistry	4
Biology	4
German	4
Latin	4
Greek	4

Sixth Year

Education	4
History	4
Biology	4
Chemistry	4
Physics	4
German	4
French	4
Latin	4
Greek	4
English	4

The courses in Education open to Sixth year students are Methods and History of Education (if not elected in the fifth year) and General Psychology or some other course not previously taken.

In addition to these specific requirements, many other teachers' courses are offered in the Summer School and the teachers are invited to avail themselves of this splendid opportunity. These courses are all approved by the State Department of Public Instruction, and will be accepted towards a normal course in this school or any other college or normal school in the state.

Those who have successfully completed the above course will be accorded the same privileges in regard to exemption from examination for state certificates as are given to graduates of the normal schools of the state and of similar courses in the State University.

Students who successfully complete the above outlined *Six-Year Normal Course* will in most cases have completed the Sophomore year in the regular College course, and will be entitled to receive a State Certificate.

Students completing the *Four-Year College Course* will receive a bachelor's degree from the College and are entitled to receive a provisional state certificate, which will terminate in a life diploma after they have secured the required forty months of successful experience. This course especially trains students to teach special subjects in four-year accredited high schools.

Approved this third day of July, 1915,

by C. H. LUGG,

Superintendent of Public Instruction.

Summer School

ORGANIZATION

The Summer School was established in 1901. It is an integral part of the work of Huron College. The Trustees and Faculty are committed to the policy of furthering the interests of this School in every possible way. The work done in the Summer School is not inferior in quality. The College is responsible for the conduct of all courses and with all the resources at its disposal, guarantees their excellence. All work is done under the supervision of the President of the College. Instruction is given by members of the Faculty of the College with the assistance of lecturers and teachers who are expert in public school methods and problems.

AIMS

The summer term begins immediately after the College commencement and continues six weeks. Teachers, more than almost any other class of workers, need to do advanced work continually if they wish to keep abreast of the times. Courses in the Summer School are arranged with special reference to the needs of public school teachers who cannot spare the time to attend school during the regular school months.

Huron Summer School will appeal especially to teachers and students who are seeking an opportunity to study seriously and to accomplish some definite purpose. Those who wish their summer study to issue in some practical result, should remember that the aim of the school is to produce such results. Special entertainment is provided but mere entertainment is not the goal. The College authorities feel that it is better to aim at work which issues in achievement, for no entertainment is quite equal to that of interesting and efficient work. In the conduct of courses, it is not planned to do the work of students for them by lectures in the classroom and from the chapel rostrum. The idea is rather to make work enjoyable and to fit students for the joy of thinking and working for themselves.

PREPARATION FOR TEACHERS' EXAMINATIONS

In outlining the courses, special attention is given to the fact that many young people are each summer preparing to write the examination papers required for a teacher's certificate. The School will be of special service to those who have this end in view. One who has some preliminary preparation should be able, during six weeks of study, to make up deficiencies in one or two subjects and to review other subjects so as to pass the examination for the first grade certificate. Examinations for this certificate are generally given after the close of the Summer School in the latter part of August.

Students who wish to prepare for Primary, Second or Third Grade Certificates are reminded that examinations for these three classes of certificates are generally held during the last week of the term. Those who choose can plan their work to meet the requirements of these examinations.

PREPARATION FOR PROMOTION

To hold a teacher's certificate of any grade may mean much or little. Certificates guarantee neither high intellectual ability nor skill in teaching. Requirements for certificates represent a minimum of scholarship, without which the law will not allow one to teach. But ambitious teachers are not content to rest on the least possible scholarship required of them. Those who are advancing to better and more remunerative positions do more than they are compelled to do. The simple requirements of the law are not sufficient for them. They are continually seeking to enrich experience, to come into contact with new ideas and with people who have such ideas, and to broaden the intellectual horizon by every possible means. Such ambitions make one a candidate for promotion in the teaching profession and in any walk of life. Huron Summer School is organized to serve those who are seeking better positions.

COURSES FOR COLLEGE AND ACADEMY STUDENTS

College and Academy students are continually inquiring about the possibility and the advantage of pursuing courses in Summer School. Under the old division of the year into three terms of twelve weeks each, it was possible by reciting twice a day in a subject for six weeks to make one full term's credit. Now, with the college year divided into two semesters of eighteen weeks each, it is more difficult to arrange to give college and academy credit for work done in the Summer School. However, the doors of the School are not closed to students who for any reason wish to enroll for college and academy subjects. It frequently happens that students who have been given conditional classification wish to remove conditions during the summer. Others wish to proceed to graduation faster than the provisions of the schedule of the regular year allow. To such students the opportunities of the Summer School are open, but in each case arrangements should be made in advance. Such courses receive special instruction and will be offered when a sufficient number of students request that the course be given. Unless special arrangements are made whereby summer courses are outlined to proceed with special rapidity, students may count on receiving hour-for-hour credit from the College Registrar.

TEACHERS' COURSES

Special courses and lectures in pedagogy and in such subjects as Elementary Agriculture and Nature Study. Announcement of such courses is made each year in the Summer School Bulletin.

Courses in the following departments of instruction are regularly scheduled each year: Pedagogy, Mathematics (including Arithmetic, Algebra, and Geometry), History, German, Latin, Civics, English Grammar, Rhetoric and Literature, Geography, Natural Science (including Physiology and Physics), Penmanship and Spelling, Drawing, Primary Methods, Public School Music, Voice, and Piano.

Several courses in each one of the above departments will be regularly scheduled. All courses of study required for the First Grade Certificate will be offered. Other courses of study and other subjects will be offered if desired by a sufficient number of students and if permitted by the time available.

EXPENSES

Tuition, term of six weeks	$10.00
Room rent, by the term at Voorhees Dormitory	5.00
Table board, if paid in advance by the term	15.00
Total for term of six weeks	$30.00

Those who are interested will receive the Summer School edition of the College Bulletin on sending a request to the President of the College.

Huron Business College and School of Commerce

THIS DEPARTMENT OFFERS THREE COURSES:
THE COMMERCIAL-ACADEMIC COURSE
THE ACCOUNTING COURSE
THE STENOGRAPHIC COURSE

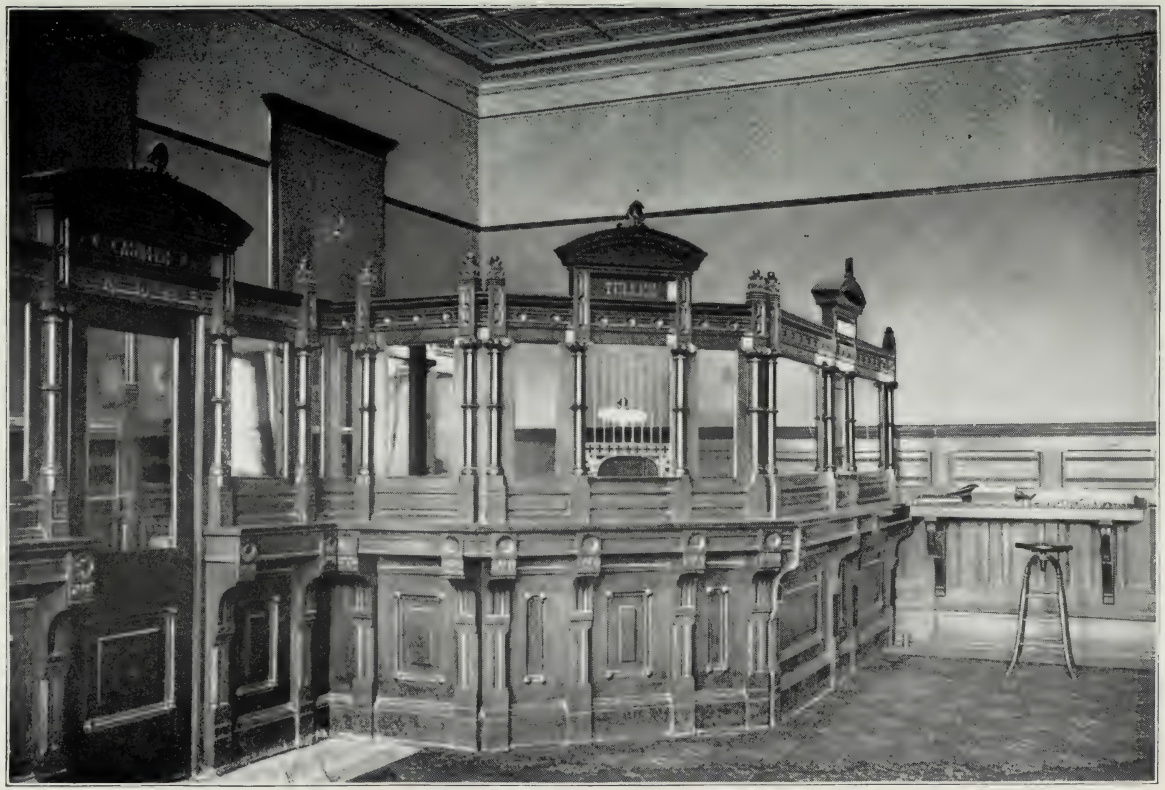
The Commercial-Academic Course—The more responsible and important positions of business life require a broader educational foundation than is usually afforded by business colleges. The Commercial-Academic Course is recommended to meet this requirement. In some subjects, it coincides with the curriculum of the Academy and Normal School. Certain subjects, however, are omitted from these courses and the subjects of the Accounting and Stenographic Courses are substituted for them. The student thus receives the benefit of both the cultural and the professional studies. For details of this course, reference should be made to the outline and description of the Academy courses as well as to the outline on the following page.

The Accounting Course—This course is designed for those who have not time to take the longer Commercial-Academic Course, but who wish preparation in actual business methods. It requires one year of time and gives the student practical training for any ordinary business position.

The subjects treated in this course are Bookkeeping, Business and Office Practice, English and Commercial Correspondence, Spelling, Penmanship, Arithmetic and Rapid Calculation, and Commercial Law. Students should have the equivalent of eight grades before attempting this course. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. For details of the subjects studied, reference should be made to the outline and description of courses on the following pages. The time required for graduation is one school year.

The Stenographic Course—This course is also designed for those who have not time to take the Commercial-Academic Course, but who wish to become stenographers. The time required is one school year. It includes a practical training in Shorthand, Typewriting, and Spelling. Opportunity is also offered for instruction in elementary Bookkeeping. However, students desiring to become efficient bookkeepers as well as stenographers, should arrange to take this work in two years.

It is suggested that students have the equivalent of a high school education before enrolling in the Stenographic Course, as stenographers should have a thorough familiarity with English. Those presenting advanced high school or academic credits may substitute work in the College, Academy, or School of Music for the credits accepted by the Registrar. This allows additional training in English, as college freshman English may be elected by high school graduates and advanced courses in academy English by those with previous high school training.



Corner of Office Practice Room in Commercial Department

Competent stenographers are always in demand. The occupation is pleasant and remunerative, and there are plenty of opportunities for advancement. It is a fact that many prominent citizens were at one time stenographers. The same opportunity is open today to those who have the training and the desire to become efficient workers.

Training for Commercial Teachers—While we especially recommend the College Course for those who are fitting themselves as commercial teachers, a shorter course has been outlined for those who have but a limited time to spend in preparation. The time necessary to complete this shorter course would vary from a few months to a year or more, in proportion to the ability and industry of the student. The increased demand for high school commercial teachers indicates that it is well worth the student's time and effort to make thorough preparation for such employment.

Business Positions—We are frequently called upon to furnish young men and women to fill positions in business houses, and for some time past the demand has been greater than the supply. There is an ever increasing call for stenographers and bookkeepers, especially the former, to occupy positions in the Government Service. We have in the past placed our students in paying positions as fast as they became qualified to fill them, and the ambitious student need have no misgivings about finding a place today.

Advantages of Attending Huron College—Huron College offers, besides high grade business courses, the social and intellectual life of a college of recognized standing. The City of Huron is centrally located and is easily reached from all parts of the state. There is also a good opportunity for students to earn a part or all of their expenses.

OUTLINE OF THE COURSES

The numbers at the left of the outline refer to the following paragraphs, where a description of the work covered in each subject is given. Those at the right indicate the number of hours required in the class room each week.

Accounting		Stenography	
	First Semester		
1	Introductory Bookkeeping and Business Practice 10	2	Shorthand:
			(a) Elements of Phonography 5
			(b) Dictation 2
5	Commercial Arithmetic and Rapid Calculation 5	3	Typewriting 10
6	English and Spelling 5	6	English and Spelling 5
8	Penmanship 5	8	Penmanship 5
	Second Semester		
1	Advanced Bookkeeping and Office Practice 10	2	Shorthand:
			(a) Speed Practice 5
			(b) Advanced Dictation 2
5	Commercial Arithmetic and Rapid Calculation 5	3	Typewriting 8
7	Commercial Correspondence .. 3	7	Commercial Correspondence .. 3
8	Penmanship 5	8	Penmanship 5
9	Commercial Law 4	4	Stenographer's Office Practice. 2

EXPLANATION OF COURSES

1. (a) **Bookkeeping**—This course affords instruction in the fundamental principles of accounting. Modern double and single entry sets of books are kept. In addition, the student is given repeated drills in opening and closing various sets of books, taking trial balances, and preparing the financial statements.

Business knowledge and routine are acquired through the study of the facts concerning the transactions, the business papers involved, and the proper book entries. Invoices, bills, checks, drafts, promissory notes, etc., are given special attention. The student learns by actually receiving and making out such papers.

The work of the second semester includes the keeping of advanced sets of books for a bank, a factory, a commission, and a wholesale house.

Offices have been equipped for the purpose of representing Banking, Wholesale Merchandise, Commission, and Real Estate. Each student has the opportunity to do actual office work, and later to manage an office. Experience is thus gained that connects the class room exercises with business life. *Throughout the year. Ten hours.*

(b) **Farm Accounting**—A specialized course in farm accounting is offered, following the preparatory course in introductory bookkeeping and business practice. The course covers the transactions of a representative farm for a period of a year and furnishes a live, practical, and up-to-date business training for the young man who expects to make farming his life work.

2. **Shorthand**—In the first semester, instruction is given in elementary phonography and dictation. The Gregg System of shorthand is taught. The principles studied are immediately put into practice by taking dictation commensurate with the student's knowledge of the subject. The aim is to develop legibility, speed, and confidence from the beginning.

The work of the second semester is to teach short cuts and the ability to write new phrases without hesitation. The dictation is confined to the best examples of business letters, papers, and documents. Imagination and ability are developed through the dictation of letters in outline, which the student is required to compose. This practice enables one to assume greater responsibilities, and thus rise above the duties of a mere routine position. *Throughout the year. Seven hours.*

3. **Typewriting**—The student is taught the Touch System. From the beginning, attention is given to correct fingering through the use of a text containing graded lessons and by class exercises conducted by the instructor. When the introductory exercises are completed, the student is given business papers to copy preparatory to taking them from dictation for transcription. Neat, accurate work is required, together with a certain degree of rapidity.

Students are familiarized with copying and duplicating devices and other details of office work in the Stenographer's Office Practice Course. See paragraph four below.

The department is supplied with a number of the leading typewriters, such as the Remington, the L. C. Smith & Bros., and the Underwood. It is advisable

for the student to become familiar with several different machines, as it is impossible for him to know before leaving college what machine he will be required to operate when he accepts a position. *First semester, ten hours. Second semester, eight hours.*

4. Stenographer's Office Practice—A systematic training is given in copying, manifolding, tabulating, follow-up systems, form letters, and other practical and useful office devices and methods.

This course is indispensable to the good stenographer and develops his proficiency as an office employee, so that when he enters business he will know what to do and how to do it. *Second semester. Two hours.*

5. Commercial Arithmetic and Rapid Calculation—The student is instructed in the problems that occur for daily solution in commercial life. Special emphasis is laid on problems in interest, discount, percentage, partial payments, and stocks and bonds. Daily drills in short methods of computation receive careful attention. Only those short methods, however, that are of practical value are taught, thus giving more time to the problems of real importance. The aim of the course is to develop reasoning ability, together with accuracy and speed. A practical text book is used, supplemented by other texts and problems. *Throughout the year. Five hours.*

6. English—This course is preparatory to the work of the second semester, which is devoted entirely to commercial correspondence. Modern business letters require a thorough understanding of the principles of English Grammar, punctuation, and spelling. Unity, coherence, and emphasis of sentence and paragraph are essential to properly constructed business letters. The selection of the correct word is also of vital importance. For these reasons the work of this semester is confined to the fundamentals of effective English, that the composition of business letters may not be hampered with a lack of previous training. *First semester. Five hours.*

Students presenting advanced credits in English may enroll in other courses in academy or college English. High school graduates may enroll in college Freshman English, and thus secure excellent training in this important study.

7. Commercial Correspondence—This course is primarily a course in the composition of the various types of business letters, such as letters of application, letters ordering goods, sales letters, and letters of collection. Telegrams and reports are carefully treated. Actual business situations are assumed and letters taken from business life are introduced to give reality to the work. The ability to write effective business letters will do much toward assuring future success. *Second semester. Three hours.*

8. Penmanship—Instruction is given in the Palmer Method of Business Writing. The aim of this course is to teach a plain, rapid, easy, and legible business writing. The ability to write a good business hand is essential to any young person intending to enter upon a business career. Students are furnished the best penmanship publications and every possible means is used to encourage persistent, painstaking practice. With very few exceptions, the student learns to write a splendid style and becomes proficient in rapid, tireless, muscular movement writing. *Throughout the year. Five hours.*

9. Commercial Law—It is the purpose of this course to impart a working knowledge of the principles of the law pertaining to everyday business transactions. The student is familiarized with his liabilities and rights in the business intercourse and office practice work, thus making a practical application of the principles taught.

This subject includes the law of contracts, negotiable instruments, agency, partnership, corporations, mortgages, deeds, insurance, real estate, personal property, etc., and is taught by means of class drills in which a text book is used, supplemented by the library of legal reference books belonging to the department.

In order to give our students the best possible instruction in this subject, we have secured the services of a well-known attorney of this city, a judge of the Circuit Court of the State of South Dakota, who will deliver lectures on the subject. He has had considerable experience as a lecturer in law, and was for some time instructor in the Law of Real Property and Commercial Paper in the Illinois College of Law, Chicago. With his large experience as a practicing attorney and as a judge on the bench, he is a recognized authority on this important branch of business education. *Second semester. Four hours.*

EXPENSES

	First Semester	Second Semester	Year's Exp.
Tuition, Accounting or Stenography	$30.00	$30.00	$60.00
Tuition, Commercial-Academic	20.00	20.00	
*Room, Heat, Light in Voorhees Dormitory	18.00	18.00	36.00
Table Board, about $3.00 per week, 36 weeks			108.00
Laundry and other expenses, estimated			16.00
Books for Accounting Course, from $7.00 to $10.00			10.00
Books for Stenographic Course, from $4.00 to $6.00			.....
Students' Association Fee			5.00
Total			$235.00

*Young men will obtain rooms with private families at about the same rates.

Tuition, stationery, and dormitory expenses are required to be paid in advance.

Tuition for a shorter period than one semester may be paid at the rate of $3.00 per week, provided that the smallest charge made to a student registering for any semester shall be $5.00.

School of Music

When the Huron College School of Music was established, it was not the desire that it should become merely another commercial factor in the musical life of the state, but, on the contrary, that it should appeal to those who realize the value of the serious study of art, and those who believe that through better appreciation and fine understanding of music, it might take its place as one of the greatest forces in the development of American life and ideals. The immediate recognition of this spirit has made the school a prime factor in the musical life and culture in our state.

The School of Music has been aggressively following a policy of development which has, by the introduction of new subjects, broadened the scope of work in the School, and, by the adoption of more thorough methods of instruction and supervision, has required more intense and careful work on the part of students.

There are now twelve rooms devoted entirely to the use of this department. The College auditorium is used for recitals and other special public programs. The College owns eighteen high grade pianos, including two Mason and Hamlin grands. With this equipment, we are able to offer the best of musical advantages.

Courses of Instruction

Voice Piano Pipe Organ Violin Viola
Cello and Double Bass Wood-Wind, and Brass Instruments
Courses for Teachers Normal Training
Public School Music Public School Drawing
Harmony Theory of Music History of Music Conducting
Painting in Oil and Water-Colors China Decorating
Elocution Photography Languages

Regular Courses

The special attention of prospective students is called to the Regular Courses in Music. These courses are very comprehensive in their scope and are outlined to cover four years of intensive work. The completion of a Regular Course involves a thorough and well-rounded training in all the fundamentals of music and particular skill as a performer in some special branch.

A course leading to the Bachelor of Music degree may in the future development of the School be granted. An ordinary student could probably not earn such a degree in less than five years' study beyond a standard high school course. It would require a large amount of work in college courses leading to the Bachelor of Arts and Bachelor of Science degrees. Intellectually and culturally, the Bachelor of Music degree should be fairly equivalent to other bachelors' degrees offered by standard colleges.

OUTLINE OF COURSES

Recognizing the greater benefits to be derived from clearly defined and thoroughly systematized study, Huron College School of Music presents the following outline of instruction arranged in four general divisions:

1. Preparatory Course.
2. Intermediate Course.
3. Graduate Course.
4. Normal Training Course.

The Preparatory Course—This course covers the rudiments of music and is open to all beginners. Students are advanced as rapidly as their progress justifies.

The Intermediate Course—In this course, students are brought to a technical proficiency which will enable them to appear creditably in student recitals.

The Graduate Course—This course is designed for students preparing for professional work as teachers or players and for amateurs who desire to obtain a thorough training in the art and science of music, and wish to pursue a definite and systematic course of study.

PIANO

Miss Deming, Miss Hull

Preparatory—New England Conservatory, Book 1. Simple pieces from Schumann's Album for the Young. Pieces by modern composers.

Intermediate—Czerny. Op. 821–(160 Short Exercises for technical development). Sonatinas by Kuhlau, Clementi, etc. Easy Sonatas by Mozart, Haydn, and Beethoven. Little Preludes and Fugues by Bach, Heller's Etudes for rhythm and expression. Pieces by standard composers.

Graduate—Compositions by Bach, Chopin, Schumann, and modern composers. Beethoven Sonatas. Etudes by Chopin and Liszt. Concertos and concert pieces by Mozart, Beethoven, Mendelssohn, Liszt, Rubinstein, and Grieg.

VIOLIN

Mr. Christensen

A thorough course of instruction on the violin is provided by the college. The outlined theoretical work is required for graduation.

Preparatory—Wohlfart Elementary Violin School. Duets by Pleyel. Hermann Violin School, Book 1. Easy solos in first position.

Intermediate—Wohlfart Etudes. Kayser Etudes. Schradieck Finger Exercises. Etudes by Meerts. Solos to suit needs.

Graduate—Etudes by Kreutzer, Fiorillo, Rode, etc. David scales. Casorti Bow Etudes, Concertos by Viotti, De Beriot, and miscellaneous solos.

VOICE

Professor Seitz

A syllabus of the course in voice as applied to grades can only in the most general way indicate the system of training to which the student will be subjected. Exercises by Concone, Panofka, Vaccai, "A Method of Singing" by R. W. Hans Seitz, and others are used. In short, it may be said, that the method used is the correct placing of the voice so that the pupil can produce with equal ease and firmness and an even quality, all tones from the lowest to the highest. The mechanism of the voice is explained as far as necessary, and lectures on the anatomy and physiology of the vocal organs will be given.

Correct breathing, correct position in singing, and chest development lay the foundation of voice building.

The course of instruction is based on the Italian, French, and German schools of training the voice. The fundamental principle is to poise the voice. From this comes the even scale, the range, the power to sustain and the agility, all of which combined form the "bel canto," or beautiful singing.

Special attention is paid to the needs of each individual, with exercises and studies carefully selected according to the requirements of each voice.

Study will be made of the interpretation of songs and ballads chosen from the best of the German, Italian, French, English, and American schools, with strict attention to phrasing, enunciating, and rhythm.

For the Diploma in vocal music, the pupil must complete the Course in Harmony, Theory, and History of Music, and must also complete the intermediate course in Instrumental music.

THE NORMAL TRAINING COURSE

Miss Deming

Two years' training in this course is required for a full teacher's certificate. Children between the ages of seven and twelve who have never studied music are enrolled in the Normal children's classes and are taught twice a week by Junior and Senior students desiring a teacher's certificate. The work is outlined by the head of the department, who supervises the teaching, selects the music to be taught, and who lectures once a week on Musical Pedagogy. This is one of the few schools in the Northwest offering such a course.

The children are given two thirty-minute lessons a week divided into two fifteen-minute periods, one for individual piano work, the other for class work. The class lesson consists of table work, elementary training in Intervals, Chords and Scale Building, and Ear Training. The piano lesson consists of New England Conservatory, Book I, and Home Study Book by Mrs. Crosby Adams for the first year lessons. Sonatinas by Kuhlau, Clementi, etc., are used in the second year classes. Pieces by Hannah Smith, Nettie Ellsworth, Edith Prynn Hall, Gurlitt, the easier pieces from the Schumann Album for the Young, etc., as well as Ensemble work are studied during the two years. At the end of each semester, a public recital is given by the children. Anyone wishing to teach will find this Department a very great help.

In addition to these courses, the following courses in Theory and History of Music must be taken, if the student is working for a certificate or diploma.

THEORY

First Year—Ear Training, Intervals, Scales, Chords, Chord Progressions.
Second Year—Harmony.
Third Year—Analysis of musical form.

HISTORY OF MUSIC

Ancient and Mediaeval Music. Polyphonic Music and the Various Schools of Polyphonic Music. The Rise of Dramatic and Instrumental Music, etc. Text Book used is F. Fillmore. *Two semesters. Two hours.*

REQUIREMENTS FOR GRADUATION

Diplomas are awarded by the Board of Trustees to those students who complete the above outlined Courses of Instruction to the satisfaction of the Examiners of the School of Music and who are recommended for graduation by the Faculty of the College. Beginners in any branch of music must complete the Preparatory, Intermediate, and Graduate Courses in order to receive a diploma. Advanced students who enter the School of Music may receive a diploma in one or two years, at the discretion of the faculty.

Teachers' Certificates are granted by the Board of Trustees on recommendation of the Faculty of the College and the Examiners of the School of Music to those students who have satisfactorily completed the work of the Normal Training Department, in addition to the work required for the diploma.

Beginners who are working for a certificate must complete a two years' course in the Normal Training Department, in addition to the work required for a diploma. Advanced students may secure a certificate after one year's work in the Normal Training Department.

VIOLONCELLO

Professor Seitz

The Cello is becoming more and more a rival of the Violin as a solo-instrument. The Cello-students are requested to play in the orchestra also.

WOOD-WIND AND BRASS INSTRUMENTS

Mr. Christensen

Instruction on the Flute, Piccolo, Clarinet, Bassoon, Mellophone, French Horn, Valve-Trombone, and Slide-Trombone is given.

PUBLIC SCHOOL MUSIC

Professor Seitz

A course in Public School Music is quite necessary for one who wishes to become an instructor and supervisor of music in public schools. Each year our public schools are offering more work in music and the demand for teachers is increasing. The following course is outlined with a view to giving students a practical training in this important branch of music:

Notation	Vocalization	Enunciation
Solmization	Ear training	Rote-songs
Interval-drills	Transposing	Scale-structure
Rhythm	Two- and three-part singing	Principles of harmony

THEORY

Miss Deming, Miss Hull

Ear Training—1. Training of Ear for Tone Perception. 2. Study of Intervals. 3. Scale and Chord Formation. 4. Beginning of Chord Progression.

Harmony—Text Book used is Chadwick's. The work covers one and one-half years. The last half of the second year is spent in Analysis of Harmonic Construction of Compositions by standard composers. *Elective to Juniors and Seniors. Two semesters. Two hours.*

Analysis of Musical Form—Under this head, aside from the thematic and rhythmic analysis of classic and romantic compositions consisting of the Sonata, Symphony, and Canon, Fugue, and various vocal forms, comes the study of the principles of acoustics, perceptions of sounds, overtones, rhythm, notation and figure treatment. Text Book used is Elson's Theory of Music. *Elective to Juniors and Seniors. Two semesters. One hour.*

REGULAR COURSES IN MUSIC

These courses are arranged with a view to enable the student to become an accomplished musician. The piano is adopted as the basis of study. The piano will be a minor study for all students who want to make Voice, Violin, or

Organ their specialty. The study of Violin or Cello is required of all who take any one of these courses.

All those who want to make music their profession should take these courses. Violin, piano, voice, cello, and organ lessons, when taken as majors are given in private lessons of thirty minutes each twice a week; when taken as minors they are given in classes of three. All other branches are taught in full classes.

FRESHMAN YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO		VOCAL		ORGAN		VIOLIN	
First Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Chords	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Violin or Cello	1	Piano	1
	Ensemble	2	Elocution	1	Vocal*	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Sightreading	1	Sightreading	1
	Sightreading	1	Sightreading	1	Chorus	1	Chorus	1
	Chorus	1	Chorus	1			Orchestra	1
Second Semester	Piano	2	Vocal	2	Piano	2	Violin	2
	Harmony Chords	2	Harmony	2	Harmony	2	Harmony	2
	Italian	3	Italian	3	Italian	3	Italian	3
	English	3	English	3	English	3	English	3
	Violin or Cello	1	Piano	1	Organ	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Sightreading	1
	Sightreading	1	Sightreading	1	Sightreading	1	Orchestra	1
	Chorus	1	Chorus	1	Chorus	1	Chorus	1

SOPHOMORE YEAR

First Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Altered Chords and Modulation	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	History	3	Elocution	1	Violin or Cello	1	History	3
	Ensemble	2	Violin or Cello	1	History	3	Ensemble	2
	Vocal*	1	History	3	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1
Second Semester	Piano	2	Vocal	2	Organ	2	Violin	2
	Harmony, Modulation and Suspensions	2	Harmony	2	Harmony	2	Harmony	2
	German	5	German	5	German	5	German	5
	History	5	History	5	History	5	History	5
	Violin or Cello	1	Piano	1	Piano	1	Piano	1
	Ensemble	1	Elocution	1	Violin or Cello	1	Ensemble	2
	Vocal*	1	Violin or Cello	1	Vocal*	1	Orchestra	1
	Sightreading	1	Sightreading	1	Sightreading	1	Chorus	1
	Chorus	1	Chorus	1	Chorus	1	Sightreading	1
	History of Music	1	History of Music	1	History of Music	1	History of Music	1

*Elective at the discretion of the faculty

JUNIOR YEAR

The numerals at the right indicate the number of lessons or lectures per week.

	PIANO	VOCAL	ORGAN	VIOLIN
First Semester	Piano 2 Harmony, Figuration 2 French 4 Organ* 1 Violin or Cello 1 English Literature 3 Chorus 1 Ensemble 2 History of Music 1 Theory of Music 1 (Vibrations, Sounds, Instruments)	Vocal 2 Harmony 2 French 4 Piano 1 German 2 Chorus 1 Violin or Cello 1 English Literature 3 History of Music 1 Theory of Music 1	Organ 2 Harmony 2 French 4 Violin or Cello 1 Piano 1 Chorus 1 English Literature 3 History of Music 1 Theory of Music 1 Vocal* 1	Violin 2 Harmony 2 French 4 Piano 1 English Literature 3 Ensemble 2 Orchestra 1 Chorus 1 History of Music 1 Theory of Music 1
Second Semester	Piano 2 Harmony, Analysis 2 French 4 Organ* 1 Violin or Cello 1 English Literature 3 Chorus 1 Ensemble 2 History of Music 1 Theory of Music 1	Vocal 2 Harmony 2 French 4 German 4 Piano 1 English Literature 3 Chorus 1 Violin or Cello 1 Organ* 1 History of Music 1 Theory of Music 1	Organ 2 Harmony 2 French 4 Violin or Cello 1 Piano 1 English Literature 3 Chorus 1 History of Music 1 Theory of Music 1 Vocal* 1	Violin 2 Harmony 2 French 4 Piano 1 English Literature 3 Ensemble 2 Orchestra 1 Chorus 1 History of Music 1 Theory of Music 1

SENIOR YEAR

First Semester	Piano 2 Theory, Rondo, Sonata Forms 2 Organ* 1 Violin or Cello 1 Chorus 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. School Music 1	Vocal 2 Theory 2 French 4 German 4 Piano 1 Violin or Cello* 1 Psychology 4 Chorus 1 History of Music 1 Pub. School Music 1	Organ 2 Theory 2 Violin or Cello 1 Chorus 1 Piano 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. School Music 1	Violin 2 Theory 2 Piano 1 Cello or Viola* 1 Chorus 1 Psychology 4 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 Pub. School Music 1 Orchestra Practice 1
Second Semester	Piano 2 Theory, Instrumentation 2 Organ* 1 Violin or Cello 1 Psychology 4 Chorus 1 Ensemble 1 Chorus Conducting, Orchestra Conducting 1 History of Music 1 Pub. School Music 1	Vocal 2 Theory 2 French 4 German 4 Piano 1 Psychology 4 Violin or Cello 1 Chorus 1 History of Music 1 Pub. School Music 1	Organ 2 Theory 2 Violin or Cello 1 Psychology 4 Chorus 1 Ensemble 1 Choir Training 1 History of Music 1 Orchestra Conducting 1 Pub. School Music 1	Violin 2 Theory 2 Piano 1 Cello or Viola* 1 Psychology 4 Chorus 1 Ensemble 1 Orchestra Conducting 1 History of Music 1 Pub. School Music 1

*Elective at the discretion of the faculty

PAINTING IN OIL AND WATER COLORS

Professor Seitz

This course embraces the following:

Cast Drawing.
Portraiture.
Composition.
Sketching from Nature.
Still Life.
Perspective.
Landscape.
History of Art.

PUBLIC SCHOOL DRAWING

Professor Seitz

Drawing is required of students who are candidates for a teacher's certificate. Furthermore, there is an increasing demand for teachers who are qualified to give their entire time to this work in the public schools. The following is an outline of a comprehensive and thorough course designed to meet the needs of prospective teachers and those who have only a cultural interest in the subject:

Location of point.
Division of lines.
Tinting with lines.
Curved lines.
Compound lines.
Leaf forms.
Octagon and hexagon.
Elements in design.
Designs.
Mechanical Drawing.
Perspective.
Drawing from objects and nature.
Painting in Water-colors.

The Following Work is Given WITHOUT TUITION CHARGES to all Regular Students of the School of Music.

Ensemble Work—For four hands on one piano and two pianos; for four and eight hands on two pianos; Violin and Piano; Violin, Cello, and Piano; Voice, Violin, and Piano; String-Quartets, etc.

Sightreading and Eartraining is one of the most important branches in music, enabling the student to read compositions at sight. These lessons comprise singing intervals, singing in perfect rhythm and good phrasing, singing part songs for two, three, four, and eight voices, the latter especially by the old masters, that is Palestrina, Lotti, etc.

Orchestra—All students sufficiently advanced are asked to join the orchestra for study and performance of works for string, and full orchestra.

Chorus Singing—Professor Seitz is director of a large chorus choir to which students are admitted. Rehearsals are held each week. The choir sings regularly on Sunday mornings and evenings and during the year several concerts are given. This year the choir has presented Gaul's Holy City and Stainer's Crucifixion. A young women's glee club is maintained and is doing good work.

Student Recitals—Short, informal recitals are given regularly by the students in the college auditorium. The purpose of such frequent appearance is to make the pupils as free from self-consciousness as possible. Occasional evening recitals which are open to the public are given by the more advanced students.

Faculty Recitals—Occasional recitals are given by different members of the faculty throughout the year, to which the public is invited and which the students are urged to attend.

Artist Recitals—Each year students are privileged to hear artists of great reputation and ability who appear in Huron under the patronage of the Lecture Course Committee or the Faculty of the School of Music.

TUITION

For Private Instruction	**Per Semester**	
	One lesson	Two lessons
(Half-hour lessons)	a week	a week
Voice with Head of Department	$18.00	$30.00
Voice with Assistant	12.00	18.00
Piano with Head of Piano Department	18.00	27.00
Piano with First Assistant	15.00	24.00
Piano with Second Assistant	12.00	18.00
Pipe Organ	18.00	27.00
Violin, Cello, etc	18.00	27.00
Flute, Clarinet, etc	18.00	27.00
Cornet, Trombone, etc	18.00	27.00
Theory, History of Music, etc	18.00	27.00
Elocution	18.00	27.00
Public School Music	18.00	27.00
Public School Drawing	18.00	27.00
Painting in Oil or Water-colors	18.00	27.00
In Classes of Three or More		
(One hour lessons)		
Theory or History of Music		$12.00
Public School Music or Drawing		12.00
Normal Training Department for Children		7.00
Tuition for the Regular Music Course		80.00

OTHER FEES

	Per semester
Piano Rental for Practice:	
—One period per day	$ 5.00
—Two periods per day	8.00
—For each additional hour	2.00
Pipe-Organ Rental, 1 hour per day	10.00
(Additional for pumping 15 cents per hour.)	
Room Rent in the Voorhees Dormitory (for girls)	18.00
Table Board, about $3 per week	54.00
Laundry, about	8.00
Books, including sheet music from $3 to $6	5.00
*Students' Association Fee ($5 per year or)	3.00

*Students not rooming in the dormitory, who enroll for not more than two lessons per week, if they do not desire to take advantage of the special privileges provided for by payment of the full fee of $3 per semester to The Students' Association, may pay a contingent fee of $1 per semester in lieu of the regular fee.

TUITION RATES FOR SHORT PERIODS

Students taking less than a semester's work, will have the privilege of paying according to the following schedule, provided that the charge made for any semester registration shall not be less than five dollars.

$1.25 per lesson from teachers whose semester rate is	$18.00
$1.00 per lesson from teachers whose semester rate is	15.00
75 cents per lesson from teachers whose semester rate is	12.00

SUGGESTIONS AND REGULATIONS

1. It is advisable that students take two lessons per week, as this insures more rapid progress in their studies.

2. Lessons missed by pupils or those falling on holidays or vacations, or on days or periods of days on which the college is closed, will not be made up unless otherwise arranged.

3. Students discontinuing their work during the semester will be charged the single lesson rate.

4. All voice-students are invited to sing in the chorus, which will meet once a week.

5. All students studying orchestra instruments have the opportunity to play in the orchestra.

6. Students who are working for a diploma or certificate must attend the sightreading class, meeting twice a week.

7. All lessons in the School of Music will be given by the semester, the semesters in this department being identical with those of the other departments. Private lessons of thirty minutes each will be given in Voice, on the Piano, Violin, and other instruments. Class lessons in the Theoretical Subjects, Public School Music, Drawing, and other subjects will be one hour each.

8. Arrangements relating to the assignment of work, changing of lesson hours, piano practice, and similar matters should be made with the Director of Music.

9. All bills are due and payable in advance. The College must insist that these payments be made at the opening of each semester. All financial arrangements should be made with the Treasurer **before** the student begins work.

Degrees Conferred

June, 1915

IN COURSE

Elsie Elizabeth Clark, A. B.
Samuel Brice Cook, A. B.
Louisa Hixson, B. S.
Lloyd B. Johnson, B. S.
Charles Joseph Lundberg, B. S.
Leslie Wallace Meigs, B. S.
Hazel Belle Peek, B. S.
Agnes Janet Pollard, B. S.
Rose Mary Radcliffe, B. S.
Charles Everand Reeves, B. S.
Floyd Wesley Reeves, B. S.
Nellie Ruth Rudd, A. B.
Clement Thomas, A. B.
Wickel Albert Wick, B. S.

Departmental Graduates

June, 1915

ACADEMY

Ellen Olga Aasby.
Lola Murel Alley.
Christian Jorgen Boe.
Clifford S. Brumwell.
Hilda E. DeBoer.
Lulu Greenwood.
Robert Warren Griffith.
Roger A. Campbell, as of the class of 1914.
H. Stewart Mateer, as of the class of 1913.
Viola M. Gunnison.
Kate Heitland.
Ruth Kimball Hoyt.
Charlotte V. Madison.
Anna C. Richart.
Glenn R. Siddons.
George Russell Troxell.
Harry L. Ingersoll, as of the class of 1914.
Peter H. Poppens, as of the class of 1913.

COMMERCIAL

Shorthand

Ruth Josephine Blount.
Nellena Fern Finicle.
Cassie Dorothy Holbrook.
Ida Marguerite Jones.
Hazel Lyon.
Bert Atherton Richardson.
Nellie Viola Wales.

Accounting

Mabel Oglala Boesl.
Harry Clyde Dickson.
Arthur Feiok.
Ray Campbell Jones.
Frederick A. Weier.

MUSIC

Normal Course in Piano

Hazel Dell Alley.
Laura Almira Culver.
Myrtle Georgia Seliger.

Public School Music

Hazael Naomi McCalmont.

Public School Drawing

Hazael Naomi McCalmont.

COMMENCEMENT ORATORS

June, 1915

"The Spirit of the West" . . . . . Charles Everand Reeves
"Excelsior" . . . . . Clement Thomas

Note—In the public exercises of commencement day, the graduating class is represented by two orators chosen by the class from a list nominated by the faculty.

PRIZES AWARDED

1914-1915

The F. H. Kent Prizes in Oratory

1. Clement Thomas
2. Jean Brady.

The Charles E. De Land Prize in Oratory

1. Clement Thomas.

The Thomas Maynard Prizes in Declamation

1. Margaret Granger.
2. Jean Brady.

The Robert C. Gibbs Prize for Scholarship

1. Louise Furman.

COLLEGE DEBATERS

1914-1915

Yankton at Huron: Charles J. Lundberg, Roger Campbell, George Longstaff.
Dakota Wesleyan at Mitchell: C. Everand Reeves, Clement Thomas, Floyd Reeves.
Aberdeen Normal at Huron: Jessie McKay, Louisa Hixson, Jean Brady.
State College at Huron: David Reiber, Floyd Reeves, Clement Thomas.
State College at Brookings: Charles Lundberg, Roger Campbell, George Longstaff.
Fargo College at Huron: A. L. McMillan, Floyd Reeves, Clement Thomas.
Macalester College at St. Paul: Charles Lundberg, Roger Campbell, George Longstaff.

STUDIO
CHORAL UNION
STUDIO
SYMPHONY ORCHESTRA

List of Students

1915-1916

(The numbers refer to the bound volume of registrations)

College

SENIORS

209. Andrews, Eulela Elizabeth ..... Hurley
230. Brown, Mary Elva ..... Clarksville, Ark.
240. Culver, Laura Almira ..... Cavour
496. Emerson, Wallace L ..... Sisseton
257. Furman, Louise Fern ..... Miller
266. Guernsey, Edna Yvonne ..... Wolsey
269. Ham, Ruth Jamieson ..... Piedmont
272. Hannum, Grace Abigail ..... Huron
443. Hoffman, Clifford Clark ..... Huron
291. Jacobsen, Helen ..... Pierre
292. Jahn, Otto Ernest ..... Sumner, Iowa
430. Kreiman, Philip Edward ..... Hitchcock
299. Kunii, Aya ..... Sappora, Japan
304. Louder, Earl Albert ..... Huron
419. Mateer, Harry Stewart ..... Huron
326. McEwen, Mildred ..... Huron
329. McKay, Jessie Bell ..... Huron
432. McKay, Norreys Hume ..... Redfield
433. Pinch, William Edwards ..... Huron
497. Rawlins, R. E ..... Pierre
360. Saunders, Albert Henry ..... Huron
364. Schroeder, Amy Charlotte ..... Miller
391. Vandervoort, Elizabeth Magdalena ..... (23) Huron

JUNIORS

216. Bliss, Wilma Margaret ..... Huron
245. Dean, Marietta McCabe ..... Huron
247. DeMarce, Edna ..... Esmond
264. Granger, Margaret Roe ..... Aberdeen
281. Henning, Ruth Elizabeth ..... Alpena
296. King, Etha Parks ..... St. Lawrence
301. Lindsey, Alta Ruth ..... Allen
313. Miner, Isabel Sutherland ..... Cavour
350. Richter, Edward Henry ..... Dell Rapids
353. Roberts, George Wesley ..... Pierpont
354. Roberts, William Alun ..... Cardiff, Wales
356. Rossman, Dorothy ..... Highmore
358. Russell, Julia Vera ..... Huron
362. Schoof, Joseph Ernest ..... Doland
474. Starr, Ella ..... (15) Osage, Iowa

SOPHOMORES

415.	Baker, Harry Morton	Huron
220.	Boe, Christian Jorgen	Presho
226.	Boughton, Lloyd Leander	Huron
227.	Brady, Sarah Jean	Huron
437.	Dickey, Burton Fuller	Huron
254.	Farrell, Mary Katherine	Huron
260.	Geiger, Nellie Elizabeth	Huron
270.	Hammond, Dephane Delphine	Huron
283.	Hogan, Ruth	Huron
488.	Horn, Raymond William	Aberdeen
429.	Joseph, Inez	Iroquois
297.	King, Frances W	St. Lawrence
407.	Linka, Lydia	Tyndall
408.	Longstaff, George Elbert	Huron
306.	Manwaring, Eula	Huron
307.	Manwaring, Gladys	Rock Rapids, Iowa
308.	Manwaring, LaRue	Alpena
311.	Meigs, Wayne Wilbur	Huron
320.	Munro, Gladys Irene	Wilmot
330.	McMillan, Albert Lincoln	Alpena
340.	Pease, Miriam Ellen	Huron
347.	Reiber, David Allen	Groton
357.	Rowe, Esther	Huron
363.	Schroeder, Alfred Carl	Miller
369.	Siddons, Glenn Robert	Platte
374.	Steffen, Amelia	Iroquois
394.	Voigt, Carl Emil	Aberdeen
395.	Wagner, Clarence Edward	Huron
399.	Warner, Kyle Duncan	Clear Lake
481.	Wegenast, Leonard Percy	Bradley
422.	Young, Irving Axtell	(31) Huron

FRESHMEN

208.	Alley, Lola Murel	Huron
210.	Areman, Edna May	Huron
211.	Babbitt, Lucille	Huron
423.	Babbitt, Ross M	Huron
225.	Boub, Ivan Hillard	Redfield
229.	Brown, Mabel	Bradley
231.	Bullock, John	Fedora
236.	Colgate, Edmund Oliver	Bradley
418.	DeBoer, Hilda E	Pollock
250.	Dyce, Mae V	Wentworth
251.	Erwin, Anna Jane	Groton
252.	Erwin, Leo Richardson	Aberdeen
253.	Ewing, Wilbur C	Redfield

426. Gascoigne, Claude C ..... Huron
263. Given, Harold W ..... Huron
277. Hays, Gladys ..... Armstrong, Iowa
278. Hebbert, Ellen May ..... Scotland
282. Hines, Larry ..... Bates
285. Howard, Lewis James ..... Redfield
406. Hull, Nellie Evangel ..... Chicago, Ill.
287. Huntley, Harvey Russell ..... Huron
288. Ice, Francis Worthington ..... Isle, Minnesota
290. Ireland, Bernice Adaline ..... Ida Grove, Iowa
293. Jones, Fenton Carlyle ..... Platte
294. Jones, Hazel Beatrice ..... Midland
452. King, Carl Elmer ..... Redfield
300. Lessenberry, David Daniel ..... Glasgow, Ky.
310. Mauch, Margaret Evelyn ..... Hetland
312. Mikelson, Anna Gurine ..... Sisseton
314. Miner, Ruth ..... Cavour
315. Mitchell, Barbara Marian ..... Huron
317. Moriarty, Esther ..... Redfield
318. Moyer, Carl E ..... Miller
445. Murphy, James Patrick ..... Fort Pierre
327. McIntosh, Mildred Virginia ..... Dell Rapids
328. McKay, Arthur Stanley ..... Redfield
331. McMurchie, Donald Clement ..... Centerville
333. Nelson, Alma L ..... St. Lawrence
339. Pasek, Joseph Edwin ..... Bristow, Neb.
344. Reeves, Alta May ..... St. Lawrence
345. Reeves, Hazel Flint ..... Huron
348. Richart, Anna ..... Wessington
350. Richter, Laura Agnes ..... Dell Rapids
361. Schoof, Agnes Irene ..... Doland
466. Russell, Samuel ..... Huron
365. Semple, Bruce ..... Britton
370. Siddons, Olive ..... Platte
411. Snyder, Carl S ..... Belmond, Iowa
373. Steele, Fred Hillis ..... Lawton, Oklahoma
378. Taft, Ethel Marie ..... Watertown
379. Tamblyn, Lloyd P ..... Miller
384. Tomlinson, Sarah E ..... Huron
448. Troxell, Russell George ..... Bonilla
386. Trumble, Delta ..... Okobojo
390. Utterback, William Emil ..... Huron
392. Vandervoort, Gertrude Marie ..... Huron
404. Wilson, Robert J ..... (57) Groton

SPECIAL

457. Dunbar, Orville, A. B ..... (1) Huron

Academy

FOURTH YEAR STUDENTS

217.	Bloemendaal, Garrit John	Clear Lake
218.	Bloemendaal, Dick Cornelius	Clear Lake
221.	Boe, Henry	Presho
238.	Culver, Alta Mae	Cavour
241.	Culver, Leona	Cavour
246.	Deeg, Averil V	Huron
273.	Hannum, Nancie	Huron
284.	House, Ralph Charles	Wessington
323.	McArthur, Adeline	Blunt
334.	Newman, Harold John	Cavour
335.	Noble, Philip C	Java
476.	O'Farrell, Rolland	Piapot, Sask., Canada
337.	Owen, Helen Gould	Allen
338.	Parks, William Waldo	Huron
371.	Smith, Ralph Tracy	Avon
372.	Speirs, Carl Wilson	Ree Heights
401.	Whaley, Hiram Cleworth	(17) Flandreau

THIRD YEAR STUDENTS

215.	Blakely, Rachel Irene	Canistota
224.	Boesl, Myrtle	Allen
231.	Bullock, William	Fedora
242.	Cutter, Maude Violet	Eagle Butte
249.	Draper, La Verne	Fedora
261.	Genung, Ruth May	Newark
262.	Gilchrist, Charles Beyaleel	Kadoka
459.	Grover, Rollo Desmond	Huron
267.	Gunn, Alice Marion	Alpena
286.	Hunt, Genevieve May	Huron
289.	Ice, George Bryan	St. Lawrence
478.	Knight, Clarissa Maude	Onida
447.	Kreiman, Walter Henry	Hitchcock
460.	Krueger, Hans	Yale
302.	Lindsey, John Hunter	Allen
317.	Monroe, Mary Lucretia	Hitchcock
343.	Randall, Hazel Alice	Rapid City
434.	Russell, Elizabeth	Philip
451.	Saunders, Charles	Huron
435.	Schriever, Albert Fred	Onida
368.	Sheffer, Lillie M	(21) Onida

SECOND YEAR STUDENTS

239.	Culver, Edith Ethel	Cavour
243.	Davies, Sarah Alice	Huron

244. Davis, John Arthur ..... Wolsey
268. Gunn, Elizabeth Muriel ..... Alpena
271. Hampel, Ruth Elizabeth ..... Faith
298. Knapp, Roy Alexander ..... Bonilla
303. Lindsey, Mervin Edwin ..... Allen
359. Saathoff, Joseph Herre ..... Trenton, Ill.
366. Sharp, Alice Pauline ..... Goodwin
367. Sharp, Birdelle Elizabeth ..... Goodwin
375. Sutton, Elsie Naper ..... Laurel
376. Sutton, Jeanie Elizabeth ..... Laurel
377. Sutton, John Edwin ..... Laurel
381. Thurston, Edna Olive ..... Cavour
382. Thurston, Everett John ..... Cavour
383. Timberman, Lois Ilene ..... Huron
386. Trumble, Nora ..... Okobojo
393. Van Dyck, Georgia La Von ..... Gardiner, Mont.
397. Wales, Nellie Viola ..... Huron
402. Williams, Curtis Roy ..... Wolsey
403. Williamson, Margaret Olive ..... (21) Greenwood

FIRST YEAR STUDENTS

222. Boesl, John ..... Allen
233. Cermak, Walter ..... Dante
237. Cooper, Luverna Winifred ..... Bonilla
465. DeGraff, Henry ..... Lodi, N. J.
405. Elmer, Isabella ..... Fedora
265. Griffiths, Evan Simon ..... Leslie
274. Hansen, Margaret Lovdy ..... Woonsocket
276. Hart, Grace ..... Bradley
280. Henion, Donald ..... Huron
295. Jones, Ray Campbell ..... Doland
453. Kellogg, Marion ..... Volin
322. Myers, Erena Louise ..... Huron
325. McEachran, Frances Marie ..... Hamill
351. Ripley, Marguerite Lambie ..... Forest City
352. Ripley, Maude Napier ..... (15) Forest City

Business College

ACCOUNTING

212. Bard, David Adam ..... Wolsey
489. Bennett, Harold ..... Newark
214. Blakeley, Annie Louila ..... Canistota
477. Bowman, Aden Francis ..... Iroquois
244. Davis, John Arthur ..... Wolsey
253. Ewing, Wilbur C ..... Redfield
263. Given, Harold ..... Huron

459. Grover, Rollo ..... Huron
287. Huntley, Harvey Russell ..... Huron
492. Jackson, Harold ..... Oacoma
493. Johnson, Vernal Tendel ..... Radville, Sask., Canada
452. King, Carl Elmer ..... Redfield
305. Lyon, Freeman ..... Huron
479. Miller, Anna M ..... New Underwood
319. Mullholan, Earl Ray ..... Wessington
409. Neisteadt, Arthur ..... Huron
462. Ross, Annie ..... Alend, Finland
359. Saathoff, Joseph Herre ..... Trenton, Ill.
454. Smith, Etta ..... Bonilla
411. Snyder, Carl ..... Belmond, Iowa
378. Sutton, John Edwin ..... Laurel
387. Tucker, Marguerite ..... Huron
397. Wales, Nellie Viola ..... Huron
471. Wemmering, John ..... Holabird
402. Williams, Curtis Roy ..... Wolsey
458. Young, Harold ..... (26) Huron

SHORTHAND

206. Alger, Vesta Elizabeth ..... Huron
210. Areman, Edna May ..... Huron
213. Bennett, Albert S. G ..... Newark
223. Boesl, Mabel Oglala ..... Allen
220. Boe, Christian Jorgen ..... Presho
424. Cartner, Delpha ..... Carthage
234. Christenson, Anna ..... Huron
236. Colgate, Edmund Oliver ..... Bradley
483. Crawford, Andrew ..... Huron
425. Daugherty, Helen ..... Wessington
428. Feiok, Arthur ..... Alpena
426. Gascoigne, Claude ..... Huron
443. Hoffman, Clifford Clark ..... Huron
295. Jones, Ray Campbell ..... Doland
324. McCarthy, May A ..... St. Lawrence
331. McMurchie, Donald Clement ..... Centerville
332. McPhillips, Edna ..... Huron
413. McWeeny, Mary ..... Huron
311. Meigs, Wayne Wilbur ..... Huron
317. Moriarty, Esther ..... Redfield
431. Mullholan, Van ..... Huron
334. Newman, Harold John ..... Cavour
336. Olson, George William ..... Fort Pierre
490. Oviatt, Helen ..... Huron
410. Palmer, Hayden ..... Huron
341. Phillips, Merle Anna ..... Huron

342. Pike, Margaret N ..... St. Lawrence
353. Roberts, George Wesley ..... Pierpont
461. Robinson, Violet ..... Huron
363. Schroeder, Alfred ..... Miller
436. Schultz, Charles ..... Wolsey
368. Sheffer, Lillie M ..... Onida
369. Siddons, Glenn Robert ..... Platte
378. Taft, Ethel Marie ..... Watertown
384. Tomlinson, Sarah E ..... Huron
448. Troxell, Russell George ..... Bonilla
390. Utterback, William Emil ..... Huron
392. Vandervoort, Gertrude ..... Huron
398. Walton, Savilla Agnes ..... Hitchcock
455. Ward, Gertrude ..... Huron
400. Wemmering, Anna Sophia ..... (41) Holabird

Music

VOICE

208. Alley, Lola Murel ..... Huron
498. Alley, Electa ..... Huron
213. Bennett, Albert ..... Newark
416. Benson, Amy Ethel ..... Parkston
468. Blackmun, Verne ..... Miller
214. Blakely, Annie Louila ..... Canistota
216. Bliss, Wilma Margaret ..... Huron
219. Blount, Ruth ..... Huron
499. Borah, Leo Arthur ..... Huron
231. Bullock, John ..... Fedora
418. DeBoer, Hilda ..... Pollock
486. Deming, Irene ..... Chicago, Ill.
427. Durfee, James ..... Huron
254. Farrell, Mary Katherine ..... Huron
475. Fleming, Mary ..... Huron
264. Granger, Margaret Roe ..... Aberdeen
270. Hammond, Dephane Delphine ..... Huron
277. Hays, Gladys ..... Armstrong, Iowa
283. Hogan, Ruth ..... Huron
467. Jones, Mabel ..... Spain
450. Kemerer, Ivy ..... Huron
300. Lessenberry, David Daniel ..... Glasgow, Ky.
419. Mateer, Harry Stewart ..... Huron
439. Meigs, Leslie Wallace ..... Huron
314. Miner, Ruth ..... Cavour
329. McKay, Jessie Bell ..... Huron
330. McMillan, Albert Lincoln ..... Alpena

494. Olson, Edwin ..... Carthage
487. Paulson, Emma Elleda ..... Carthage
472. Pyle, Gladys ..... Huron
343. Randall, Hazel Alice ..... Rapid City
473. Reede, Pearle ..... Northville
346. Reeves, Floyd Wesley ..... Huron
364. Schroeder, Amy ..... Miller
491. Smart, Ruby ..... Tulare
470. Swain, Marguerite ..... Manchester
380. Thomas, Clement ..... Middlesbrough, Eng.
393. Van Dyck, Georgia La Von ..... Gardiner, Mont.
395. Wagner, Clarence Edward ..... Huron
414. Wagner, Marie ..... Huron
398. Walton, Savilla Agnes ..... Hitchcock
481. Wegenast, Leonard Percy ..... Bradley
404. Wilson, Robert J ..... Groton
422. Young, Irving Axtell ..... (44) Huron

PIANO

207. Alley, Hazel Dell ..... Huron
208. Alley, Lola Murel ..... Huron
210. Areman, Edna May ..... Huron
482. Beggs, Richard ..... Huron
416. Benson, Amy Ethel ..... Parkston
214. Blakely, Annie Louila ..... Canistota
441. Blume, Helen ..... Huron
222. Boesl, John ..... Allen
417. Carson, Mary ..... Huron
235. Clarke, Alfra Ellen ..... Huron
240. Culver, Laura Almira ..... Cavour
243. Davies, Sarah Alice ..... Huron
418. DeBoer, Hilda ..... Pollock
250. Dyce, Mae ..... Wentworth
251. Erwin, Anna Jane ..... Groton
255. Flint, Emily ..... St. Lawrence
256. Foasberg, Irene ..... Huron
258. Gardner, Ethel ..... Huron
259. Gardner, Helen ..... Huron
260. Geiger, Nellie Elizabeth ..... Huron
264. Granger, Margaret Roe ..... Aberdeen
269. Ham, Ruth Jamieson ..... Piedmont
273. Hannum, Nancie ..... Huron
275. Harris, Mary Elizabeth ..... Wessington
277. Hays, Gladys ..... Armstrong, Iowa
279. Henderson, Ruth ..... Wessington
286. Hunt, Genevieve ..... Huron
294. Jones, Hazel Beatrice ..... Midland

467. Jones, Mabel.....Spain
478. Knight, Clarissa Maude.....Onida
306. Manwaring, Eula.....Huron
308. Manwaring, LaRue.....Alpena
309. Matejka, Alice Jossie.....Huron
420. Matejka, Sylvia.....Huron
310. Mauch, Margaret Evelyn.....Hetland
314. Miner, Ruth.....Cavour
316. Monroe, Mary Lucretia.....Hitchcock
444. Morin, Francis Maurine.....Huron
321. Munro, Gladys Irene.....Wilmot
325. McEachran, Frances Marie.....Hamill
487. Paulson, Emma Elleda.....Carthage
343. Randall, Hazel Alice.....Rapid City
344. Reeves, Alta May.....St. Lawrence
345. Reeves, Mrs. Floyd.....Huron
351. Ripley, Marguerite Lambie.....Forest City
355. Robinson, Bernice Mary.....Huron
361. Schoof, Agnes Irene.....Doland
366. Sharp, Alice Pauline.....Goodwin
438. Sheeks, Mrs. George.....Huron
368. Sheffer, Lillie.....Onida
463. Shepard, June.....Alpena
370. Siddons, Olive.....Platte
454. Smith, Etta.....Bonilla
375. Sutton, Elsie Naper.....Laurel
376. Sutton, Jeanie Elizabeth.....Laurel
380. Thomas, Clement.....Middlesbrough, Eng.
388. Urquhart, Bruce Douglas.....Huron
391. Vandervoort, Elizabeth Magdalena.....Huron
392. Vandervoort, Gertrude Marie.....Huron
393. Van Dyck, Georgia La Von.....Gardiner, Mont.
414. Wagner, Marie.....Huron
398. Walton, Savilla Agnes.....Hitchcock
400. Wemmering, Anna Sophia.....Holabird
403. Williamson, Margaret Olive.....Greenwood
480. Yolton, Marietta Ohio.....(65) Chamberlain

NORMAL PIANO

446. Alley, Mina.....Huron
442. Blume, Frieda.....Huron
228. Brown, Elizabeth.....Huron
485. Camp, Margaret.....Huron
484. Camp, De Forest.....Huron
449. Chamberlain, Joyce.....Huron
469. Crawford, Jeanette.....Huron
248. Dinneen, Maxine.....Huron

412. Foasberg, Katherine ..... Huron
456. Helm, Mabel ..... Huron
465. Lindsey, Ruby ..... Huron
440. Pearce, Marjorie ..... Huron
389. Urquhart, Grace Ione ..... Huron
396. Wahlgren, Lawrence ..... (14) Huron

HARMONY

207. Alley, Hazel Dell ..... Huron
208. Alley, Lola Murel ..... Huron
251. Erwin, Anna Jane ..... Groton
255. Flint, Emily ..... St. Lawrence
277. Hays, Gladys ..... Armstrong, Iowa
286. Hunt, Genevieve ..... Huron
467. Jones, Mabel ..... Spain
309. Matejka, Alice Jossie ..... Huron
310. Mauch, Margaret Evelyn ..... Hetland
314. Miner, Ruth ..... Cavour
343. Randall, Hazel Alice ..... Rapid City
345. Reeves, Mrs. Floyd ..... Huron
356. Rossman, Dorothy ..... Highmore
361. Schoof, Agnes Irene ..... Doland
364. Schroeder, Amy ..... Miller
438. Sheeks, Mrs. George ..... Huron
398. Walton, Savilla Agnes ..... Hitchcock
480. Yolton, Marietta Ohio ..... (18) Chamberlain

THEORY

207. Alley, Hazel Dell ..... Huron
438. Sheeks, Mrs. George ..... (2) Huron

HISTORY OF MUSIC

314. Miner, Ruth ..... Cavour
438. Sheeks, Mrs. George ..... (2) Huron

CELLO

309. Matejka, Alice Jossie ..... (1) Huron

VIOLIN

224. Boesl, Myrtle ..... Allen
321. Murphy, Katherine H ..... Huron
361. Schoof, Agnes Irene ..... Doland
471. Wemmering, John F ..... (4) Holabird

CLARINET

293. Jones, Fenton Carlyle ..... (1) Platte

CORNET

222. Boesl, John ..... (1) Allen

PUBLIC SCHOOL MUSIC

416. Benson, Amy Ethel ..... (1) Parkston

PUBLIC SCHOOL DRAWING

416. Benson, Amy Ethel ..... (1) Parkston

ART

416. Benson, Amy Ethel ..... Parkston
317. Moriarty, Esther ..... Redfield
421. Van Brunt, Anna ..... (3) St. Lawrence

LANGUAGES

277. Hays, Gladys ..... Armstrong, Iowa
314. Miner, Ruth ..... Cavour
343. Randall, Hazel Alice ..... (3) Rapid City

1915 Summer School Students

1. Aaron, Annabelle ..... Arlington
2. Abel, Roy W ..... Huron
3. Ackerman, Hazel C ..... Huron
4. Ackerman, Helen R ..... Huron
5. Alley, Floyd ..... Huron
6. Anderson, Alma ..... Hitchcock
7. Anderson, B. Hazel ..... Dell Rapids
171. Anderson, Edna Elida ..... Huron
8. Anderson, Harold ..... Huron
9. Anderson, Mabel ..... Huron
10. Bailey, Ethelyn ..... Lake Preston
150. Barnes, Katherine ..... Virgil
11. Beatty, De Etta ..... Philip
12. Birks, Ellen ..... Huron
172. Blake, Laura ..... Arnott
13. Blake, Marion Nellie ..... Huron
185. Blindauer, Pauline ..... Mitchell
14. Bloodgood, Effie M ..... Huron
15. Boe, Christian ..... Presho
16. Boe, Henry ..... Presho
203. Borgeson, Sidney E ..... Willow Lake
17. Bowe, Earl E ..... Huron
18. Bowe, Jetta M ..... Huron
19. Bowe, Winifred M ..... Huron
164. Brady, Jean ..... Huron
20. Brown, Jessie J ..... Iroquois
21. Buck, Florence May ..... Bruce
151. Cape, Josephine ..... Dodgeville, Wis.
22. Carrington, Irene ..... Wessington

205. Carson, Ruth A. ..... Huron
23. Chenoweth, Doris ..... Wolsey
24. Chestnut, Dorethy ..... Huron
173. Choate, Ellenie H. ..... Huron
25. Choate, Helen Maude ..... Huron
26. Christoffel, Mamie T. ..... Doland
27. Clarke, Grace ..... Northville
28. Cloninger, Horace ..... Huron
29. Cloninger, Luther ..... Huron
30. Clouse, Jenny M. ..... Howell
31. Conner, Constance ..... Redfield
32. Conner, Lois ..... Redfield
152. Cook, Samuel Brice ..... Poland, Ohio
33. Cooper, Luverna ..... Bonilla
153. Creighton, Olive ..... Wessington Springs
34. Crill, B. Beatrice ..... Huron
35. Davies, Sarah ..... Huron
36. DeHaven, Lola ..... Wessington
37. DeMarce, Edna ..... Hallowell, Kansas
38. Dettmer, Anna M. ..... Wolsey
39. Deuter, Frances ..... Ree Heights
40. Dolan, Mayme V. ..... Huron
41. Donoghue, Mabelle ..... Wessington Springs
42. Doop, Ethel Marie ..... Bruce
43. Eckmann, Mary ..... Cavour
44. Eilis, Myrtle Leola ..... Huron
197. Emerson, W. L. ..... Lake Preston
45. Ferry, Juanita ..... Cavour
46. Findley, Lucia ..... Huron
157. Flahive, Anna ..... Hitchcock
47. Foote, Fannie E. ..... Salem
48. Forgard, Grace ..... Lake Preston
49. Freeburg, Nancy ..... Carpenter
50. French, Bulah Eva ..... Bonilla
51. Gardner, Ethel ..... Huron
52. Gardner, Helen ..... Huron
154. Garrett, Altha ..... Philip
165. Geiger, Nellie ..... Huron
53. Gotthold, W. C. ..... Tulare
54. Gould, Mrs. Mae ..... Wessington
55. Graham, Inis M. ..... Huron
56. Greenwood, Lulu ..... Elkton
57. Griffing, Edith ..... Bryant
58. Griffith, Robert ..... Avon
191. Groom, Della ..... Des Moines, Iowa
155. Guernsey, Edna Yvonne ..... Wolsey

59. Gunnison, Viola M ..... Bancroft
60. Haffner, Caroline Isabelle ..... Huron
156. Hageman, Esther M ..... Bancroft
61. Hagen, Electa ..... Huron
62. Hague, Virgie May ..... Highmore
63. Hamilton, Ellen ..... Bonilla
190. Hamilton, Lavina ..... Bonilla
64. Hanks, Elma M ..... Bates
65. Harvey, Cora ..... Huron
183. Hanley, Marcella E ..... Broadland
174. Heitland, Freda ..... Wolsey
175. Heitland, Kate ..... Wolsey
66. Heller, Artie ..... Ideal
67. Henderson, Ruth E ..... Wessington
68. Hendrickson, Eva ..... Frankfort
69. Hillis, Marjorie I ..... Alpena
70. Hofer, Peter ..... Cavour
71. Hoffman, Harry M ..... Huron
72. Holmes, Mary Edith ..... Wolsey
195. Holon, Marie E ..... Kimball
73. Hoy, Charles Ross ..... Virgil
74. Huffman, Veva ..... Presho
75. Hull, Clare E ..... Miller
76. Huntington, Norma ..... Redfield
77. Jacobsen, Mabel ..... Montrose
78. Jaehn, Alfred Clarence ..... Huron
168. Johnson, Effie M ..... Lovell
79. Johnson, Gladys ..... Doland
80. Johnson, Ruby L ..... Hamill
81. Jones, Eunice Mildred ..... Ronneby, Minn.
82. Jones, Inez ..... Ronneby, Minn.
184. Karlman, Florence J ..... Willow Lakes
83. Kietzke, Mabel ..... Hitchcock
84. Kirk, Elizabeth ..... Huron
204. Kline, Helen H ..... Amburn
193. Kline, Maude E ..... Alpena
85. Knapp, Roy A ..... Bonilla
120. Knickrehm, Iidah ..... Huron
86. Koester, Amy ..... Gladbrook, Iowa
87. Koester, Esther ..... Gladbrook, Iowa
88. Kreiman, Walter Henry ..... Hitchcock
89. Kriens, Bernice ..... Hartford
90. Kriens, Margaret ..... Hartford
91. Leat, Iva ..... Ideal
92. Lenz, George E ..... Tomah, Wis.
93. Lewis, Gladys ..... Wall

94. Lindstad, Anna ..... Redfield
95. Loftus, Irene ..... Carthage
158. Lowe, Ruth ..... Huron
96. Lyon, Esther D ..... Huron
194. Madsen, Johanna ..... Carpenter
169. Matson, Ross ..... Huron
160. May, Gertrude ..... Wessington Springs
97. Marcusen, Myrtle Elsiena ..... Huron
98. Martin, Ella Marie ..... Huron
188. Meek, Helen ..... Huron
201. Morgan, Charles E ..... Milesville
159. McCoy, Lilian ..... Huron
170. McEwen, Mildred ..... Huron
99. McGregor, Lulu Leon ..... New Underwood
100. McGuire, Mary A ..... Yale
192. McHugh, Mayme ..... Huron
101. McIlvaine, Evelyn ..... Huron
102. McIntosh, Virginia ..... Dell Rapids
103. McMillan, Albert ..... Alpena
104. McMillan, O. G ..... Alpena
176. Nordgren, Hannah ..... Arlington
105. Nordgren, Nils ..... Arlington
106. O'Connell, Ann ..... Wasta
107. O'Farrell, George Rolland ..... Huron
108. Ohm, Vera ..... Huron
177. Olson, Gertrude ..... Broadland
109. Palmer, May ..... Huron
110. Palmquist, Edyth ..... Salem
111. Parke, Dorothy ..... Huron
196. Pasek, Mrs. May S ..... Carthage
112. Paulson, Alice ..... Dell Rapids
113. Peters, Clara ..... Huron
114. Pettyjohn, Hortense ..... Harrold
115. Pfefferle, Emma ..... DeSmet
116. Phillips, Clarence ..... St. Lawrence
117. Phillips, Josie Charlotte ..... Huron
161. Polk, Mabel E ..... Wolsey
118. Powers, Ethel M ..... Dell Rapids
119. Reed, Mamie ..... Huron
162. Radcliffe, Rose ..... Wolsey
202. Raschke, Matilda ..... Dalzell
198. Rawlins, R. E ..... Pierre
189. Resler, Joanna ..... Wessington
121. Reynolds, Gertrude ..... Dell Rapids
122. Rice, Laura M ..... Bailey
123. Roberts, George Wesley ..... Pierpont

124. Roberts, Ruth Alice ..... Huron
125. Rogers, Anna ..... Wessington
126. Rogers, Mildred Kate ..... Wessington
127. Rother, Hildegard Amanda ..... Huron
128. Rowe, Esther ..... Huron
129. Rush, Lettie M ..... St. Lawrence
130. Russell, Elizabeth M ..... Philip
131. Saathoff, Joseph Herre ..... Trenton, Ill.
132. Seemann, Iva ..... Highmore
186. Shannon, Elizabeth M ..... Ramona
178. Skinner, Martha ..... Huron
133. Smith, Elsie Mae ..... Tulare
166. Smith, Loretto ..... Cavour
134. Smith, Ralph ..... Avon
199. Sorkilmo, Sophie ..... Dell Rapids
135. Strong, Hazel Marie ..... Virgil
136. Swinson, Vinez ..... Huron
137. Timberman, Galen E ..... Huron
138. Tracy, Clare ..... Wessington Springs
139. Tredway, Dorothy May ..... Schaller, Iowa
140. Trotman, Nettie ..... Miller
179. Van Arsdale, Gladys ..... Huron
180. Van Arsdale, Lucy ..... Huron
187. Van Brunt, Anna ..... St. Lawrence
181. Van Voorhis, Samuel ..... Huron
141. Waldner, Joseph F ..... Huron
142. Walker, Elva Mary ..... Lake Preston
143. Ward, Gertrude ..... Huron
144. Wayman, Blanche ..... Roberts, Mont.
145. Wernsmann, Katharina ..... Houdek
146. West, Merle E ..... Wessington
147. Wiley, Mary ..... Highmore
182. Winter, William J ..... Huron
200. Winjum, Odean ..... Willow Lakes
148. Woodring, Edna ..... Winner
163. Wright, Maude ..... Lead
167. Wulke, Mrs. C ..... Willow Lakes
149. Young, Ella ..... Huron

Note—Teachers of Beadle County, who were in for Institute only, are not included in the above list.

Summary for 1915-1916

COLLEGE

Seniors	23	
Juniors	15	
Sophomores	31	
Freshmen	57	
Special	1	
	—	127

ACADEMY

Fourth Year	17	
Third Year	21	
Second Year	21	
First Year	15	
	—	74

NORMAL

All Normal students are classified with their respective classes in the Academy and the College departments.

BUSINESS

Commercial	26	
Shorthand	41	
	—	67

MUSIC

Piano	65	
Violin and other Orchestra Instruments	7	
Voice	44	
Theoretical Subjects	22	
Normal Piano	14	
Miscellaneous Subjects	8	
Less Duplicates	44	
	—	116

Grand Total		384
Less Duplicates		90
Net Enrollment Sept., 1915, to June 1916		294

SUMMER SCHOOL OF 1915

Total Registrations	205	
Less duplicates counted in preceding departments	27	
	—	178
NET TOTAL for the year		472

SUMMARY OF STUDENT REGISTRATIONS FOR EIGHTEEN YEARS

Departments	1898–9	1899–0	1900–1	1901–2	1902–3	1903–4	1904–5	1905–6	1906–7	1907–8	1908–9	1909–0	1910–1	1911–2	1912–3	1913–4	1914–5	1915–6
College	4	8	10	12	16	15	24	30	24	40	54	47	69	74	75	90	112	127
Academy	38	42	53	44	57	56	53	38	44	90	93	91	78	64	63	55	69	74
Normal	23	29	17	42	41	40	34	40	34	34	22	18	*	*	*	*	*	*
Business	41	39	42	57	75	50	66	73	56	85	102	115	98	92	49	64	38	67
Music	42	42	37	44	46	69	54	54	71	102	105	72	179	113	69	66	115	116
Art	.....	.....	.....	.....	.....	.....	19	10	.....	.....	.....	.....	23	.....	.....	.....	.....	.....
Elocution	.....	.....	63	37	.....	12	.....	7	.....	.....	25	11	19	34	.....	.....	.....	.....
Night School	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summer School	.....	.....	.....	67	72	64	72	100	88	138	152	160	185	228	194	196	205	205
Less Duplicates	12	4	53	60	41	31	27	19	35	74	87	75	137	121	62	73	86	117
Net Total	136	156	169	257	266	293	290	333	282	415	466	436	488	484	388	398	453	472

*All Normal students are classified with their respective classes in the Academy and the College Departments

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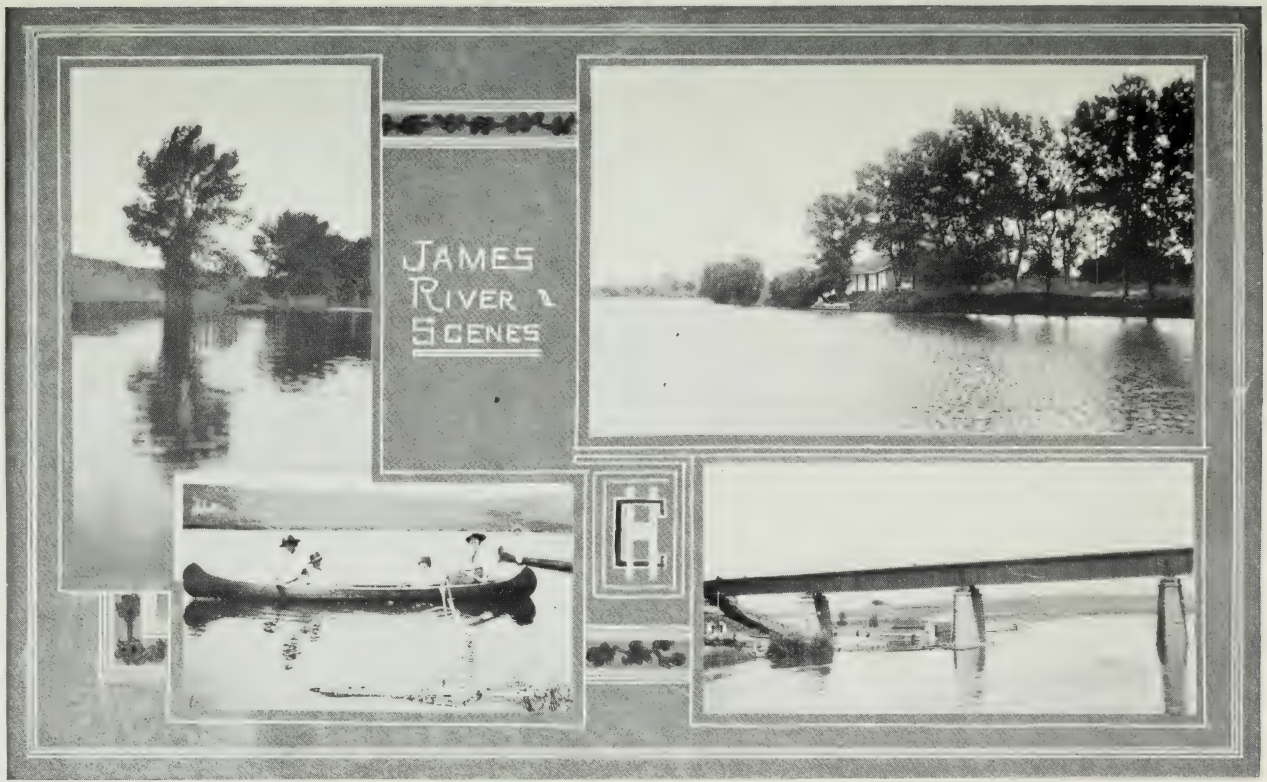

Views of James River at Huron

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